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ABSTRACT

This two-part monograph attempts to (a) define and describe the teacher center concept, and (b) expand existing informal communication exchanges among teacher centers and teaching colleagues in school districts and colleges of education. Information was elicited from 40 American teacher centers, as well as from people and projects interested in teacher centers as an alternative form of continuing education for practicing teachers. Part 1, "Mapping New Territory," is an essay which describes the exploration of the informal communication network among teacher centers and presents the issues surrounding the centers, mainly from the perspective of people within the centers. Part 2, "Describing Centers," is a collection of 22 descriptions of teacher centers that highlights each center's uniqueness in style, purposes, programs, governance, and setting. An appendix consisting of a list of teacher centers and advisories interviewed during the course of the study is included. (Author/JS)

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# Exploring Teachers' Centers

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Lorraine Thorn

May 1975 — Part 1

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# Notice to Readers

This book is a result of a year's information gathering in about 40 American teachers' centers and among people and projects interested in teachers' centers as an alternative form of continuing education for practicing teachers. The study is a project of the National Institute of Education program in School Capacity for Problem Solving. The book has two aims: to define and describe the teachers' center concept as we have observed and reflected about it, and to expand the existing informal communications exchanges among teachers' centers and their colleagues in school districts and colleges of education.

A statement of the premise shared by the teachers' centers described in this book is as follows: Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.

The book is in two sections. The first is an essay describing our exploration of the informal communications network that exists among teachers' centers and presenting the issues surrounding centers, mainly from the perspective of people in centers. Section 2 is a collection of 22 descriptions of teachers' centers. These descriptions, organized around a common format, are profiles highlighting each center's uniqueness in style, purposes, programs, governance, and setting. We do not offer the descriptions as models for replication but as reports of individualistic, grass roots developments which can be interpreted and adapted by others who are cognizant of their own roots and growing points.

# Acknowledgements

Teachers who work in teachers' centers have contributed the meat of this book. We thank them all--not just those whose centers are described here but the many more whom we have visited, interviewed, and consulted.

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Acknowledging that we have found sources in others' experiences, information, and ideas, we nonetheless take responsibility for the reporting, abstracting, and interpreting herein and for errors of fact, omission, or inference.

In the production of the book we have gratefully relied on others' skills: Jan Kanzaki typed the manuscript, Jeanne Lance edited and proofed it, Terry Down designed the format and Nancy Runser the cover, and Fred Simmons and James Moraga coordinated the layout and printing.

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# Section 1
# Mapping New Territory

Since 1970 or thereabouts followers of new paths in American education have run across settlements called "teachers' centers" and reported them as being young and homespun but attractive and apparently vigorous communities in which practicing teachers continue their professional education.

Inventors of and traders in new ideas for schooling have perked up their ears at this news and wondered whether teachers' centers might be (or become) way stations on an alternative route for communicating innovations. This book in two parts--first a scouting of issues and then some descriptions of settlements--grows from an effort to explore the existing pathways connecting American teachers' centers and to document the exchanges of ideas and resources among centers. The study, which began in May 1974, also is assessing possibilities for extending and widening the existing routes and thus creating an alternative network for spreading news of promising new practices in education and putting newcomers in touch with veteran guides. The study is conducted under the auspices of the National Institute of Education group concerned with local schools' own capacity for problem solving--as distinguished from the problem solving that is done on behalf of schools by outside researchers and educational technologists.

As exploring is a different kind of activity from surveying, this collection of reports and reflections about centers is of a different order from an exhaustive and analytical directory of American centers. We have not attempted the latter. Rather, we have organized and are circulating our notes of journeys which were undertaken

by following leads from one center to others in its information circuit. As early explorers' maps of a territory mirror their makers' limited experience and perspective, so this "map" of the teachers' center territory is incomplete, arbitrary, and out of scale--a veritable advertisement for the services of a professional cartographer. It makes no pretence of locating and describing all the teachers' centers on the American scene or of providing complete, scientific data about each site. Such an enterprise is beyond our means and perhaps even premature for the state of development of centers at this time. Nevertheless, early maps and journals, despite inaccuracies and omissions, were valued and serviceable guides; they stimulated travel, communication, immigration, and then scientific investigation. Thus we have written down descriptions of centers, ideas, and problems encountered, and we are circulating this report as an invitation to readers--both old hands on the subject of centers and newcomers--to join in new or extended information exchanges and to think about and discuss the issues in American education which teachers' centers arise from and give rise to. We plan a second volume to be issued by fall (1975) containing more descriptions of centers and several separate issues papers. Readers' commentaries and critiques of the present volume will be valued in the preparation of the second.

## Defining and Finding Teachers' Centers

In looking at a personal, unscientific map, you can adjust for apparent inaccuracies and extract reliable information if you know the explorer's departure point, intended destination or discovery (gold, beavers, spices), and his general grasp of geography. Similarly, if you understand the reasons for and results of our study, you may be able to interpret the information in this report more accurately and usefully for your own purposes.

We began our study in May 1974 by interviewing leaders of teachers' centers whom we already knew because of previous studies of public school projects in open education and of new elementary curriculum programs stressing "active learning." (These previous studies were published as *Developing Open Education in America*[1] and as *Curriculum Development in Elementary Mathematics: 9 Programs*[2]). We followed our acquaintances' leads to a widening network of centers (see Appendix A for a list of our interviews), the majority of which could trace their inspirations back to the Elementary Science Study and other active-learning curriculum projects, and varying attempts by Americans to

learn methods of informal British infant schools. From information about the content of these teachers' centers existing informal communications and assistance giving, and from direct questioning, we wanted to assess their interest in a wider information and resource exchange and their capacity to give help to newcomers in the field. We sought to define the feasibility, substance, process, and dimensions of a more formal networking arrangement that might encompass technical assistance.

**Emphasis on the Apostrophe**

We did not have a definition for "teachers' centers" as we began, and we soon learned that the characteristics we attributed to all in the initial group were by no means common among them or among all the enterprises calling themselves, variously, teacher center, teachers center, teachers' center, or teaching center. From May through September 1974 we talked with leaders of 44 centers and heard and read about at least that many more. After analyzing our interviews we still did not have a proper dictionary definition but we had a spelling: *teachers' center*. The apostrophe, connoting the possessive, seemed most apt for the set of organizations we had been talking to, because each is a program providing continuing education for practicing teachers (mostly elementary teachers), which aims to be responsive to *teachers' own* definitions of their continuing learning needs rather than to school administrators', college professors' or curriculum committees' imposed agendas. Such a program may be a *place* where teachers come to work together and receive instruction, or share self-instruction, or it may be a *staff of advisors* who go out to help teachers in their schools, working in the same spirit of finding teachers' own starting points for improvement. Thus the widely used term *advisory* is incorporated within our embracing definition of teachers' center.

(The apostrophe is a tiny symbol to bear that whole definition. We ask the reader to bear in mind that wherever we use the form teachers' center we mean the particular but infinite set of centers which have one or more of the attributes listed immediately above, or immediately below.)

The organizations which contributed to our study, and those about whom we have written the descriptions included in this book, are *similar* in the following ways:

1. They offer teachers fresh curriculum materials and/or lesson ideas, emphasizing active, exploratory, frequently

individualized classroom work, not textbook and workbook study.

2. These programs engage teachers in making their own curriculum materials, building classroom apparatus, or involve them in some entirely new learning pursuit of their own so as to reacquaint them with the experience of being active, exploratory learners themselves.

3. Teachers' center instructors are themselves classroom teachers, sharing their own practical, classroom-developed materials; or they are advisors--formerly classroom teachers--who view their job as stimulating, supporting, and extending a teacher in her own directions of growth, not implementing a new instructional model or strategy.

4. Attendance at teachers' center classes is voluntary, not prescribed by the school district; or if indirectly required (for instance, as a way to spend release time or to earn advancement credits), programs offered are based on teachers' expressions of their own training needs, and several choices are offered.

The teachers' centers included in our survey are *dissimilar* in origin, leadership style, sponsorship and institutional setting, financing, theoretical grounding, programming, subject matter emphasis, scope and scale. Nevertheless, the interviews document not only information sharing and visiting among them, with generous assistance by experienced people to beginners, but also attendance at several national meetings and regional seminars over the years and participation by several subgroups in continuing mutual problem solving projects.

**Tracing an Informal Network**

There are several examples of these informal, ad hoc sharing occasions, on which not all, but significant numbers among this group of teachers' centers, have managed to adjust their diverse perspectives into common focus:

1. The North Dakota Study Group on Evaluation began in November 1972 with a trek by Eastern open educators to Grand Forks, N.D., at the invitation of Vito Perrone, dean of the Center for Teaching and Learning. They addressed the common problem of the inappropriateness of standardized achievement instruments for measuring learning of children in open classrooms. The group has persisted with continued leadership by Perrone, financial assistance from the

Rockefeller Brothers Fund, and volunteer efforts of members. Significantly, the group does not identify itself as a group of teachers' center people but rather as a group of educators concerned about evaluation. Yet almost all members are involved in teaching teachers--in universities or in teachers' centers. At its third meeting in Minneapolis in February 1975 the group published a series of position papers on evaluation[3] contributed by its members, and set itself a new agenda of projects to be accomplished by mutual work.

2. An October 1973 conference in Cambridge, Mass., was called by David Hawkins of the Mountain View Center for Environmental Education, University of Colorado, and a number of his former colleagues in the Elementary Science Study--Allen Leitman (Advisory for Open Education), Floyd Page (Creative Teaching Workshop), and Frank Watson (University of New Hampshire). Specifically addressed to teachers' center people, this meeting was attended by center representatives from many parts of the country (but mainly the East because people paid their own way) to talk over the emerging role of the teacher advisor and how such advisors might best be prepared and apprenticed.

Reports about such occasions, about instances of visits from and to other teachers' centers, and about centers exchanging reports, curriculum materials, and other records of their experiences indicate to us that there is a nationwide, loose but operating hookup among teachers' centers that meets Matthew Miles' definition of a "network"--that is: "A dispersed structure permitting low-energy access to trusted competence. Appropriate information, energy and other resources can be easily located from physically dispersed nodes to solve local problems"[4]

Our study also demonstrates clearly that this network is not a "system" but what Egon Guba and David Clark have called a "configuration," in their study of the ways in which educational agencies produce and use new knowledge about education.[5] Guba and Clark stress ten vital differences between a system and a configuration--all of them applicable to the group of teachers' centers included in our survey. Thus this network of teachers' centers is decentralized in structure; the functions it performs are independent and disconnected from each other, not "linked and sequential"; the roles which people play as they participate in networking are "overlapping" not "discrete"; participants' status is "co-equal" not "hierarchical"; participants' goals are "emergent and idiosyncratic"; they view their primary function as "keeping school" not pro-

ducing research; authority and responsibility are negotiated among the participants, not delegated by a leader; members participate from intrinsic motivation to get help with local needs, not for the sake of networking; communications may not be "synergistic and permanent" but rather "symbiotic and temporary"--people will interact only so long as they need each other.[5]

**Messages to Put Out on the Network**

The teachers' centers people we talked to seemed to be telling us that they do need each other now. They suggested several functions that an organized networking and assistance giving project could perform. These functions are:

1. Compiling a reference book of teachers' centers and offering referral and matchmaker services within this constituency and with interested outsiders.

2. Collecting and circulating curriculum for children and for teachers' inservice, as well as monographs, theses, reports, films, etc., which substantiate a developmental approach to children's learning and to teachers' preparation and improvement.

3. Arranging for personnel exchanges among teachers' centers as well as internships in established centers by apprentice advisors, workshop instructors, and people aiming to start new centers.

4. Facilitating study groups for problem solving and research among people in experienced centers and related educators.

Do the teachers' center people we interviewed wish to talk only with each other? What about the other folks who might like to talk to them? Although we started our study with a group of centers identified with "open education" or "active learning," it was not our intention to stop there but rather to see how far information and resource sharing among teachers' centers could spread and still be meaningful. We talked with several teachers' center leaders who avoid identifying themselves with any particular instructional approach and whose purposes are expressed simply as introducing teachers to curriculum alternatives and supporting them in change. What about programs calling themselves "teacher centers" which train teachers according to objectives-based instructional management systems and teacher competencies schedules? Could a network embrace

those "teaching centers" which are essentially not *places* and *people* but organizational *systems* for collaboration among a state education agency, college of education, and public school districts to accomplish both preservice and inservice education?

To questions of this kind we received answers stressing that the people within this informal teachers' center network consider their own *local* purposes, programs, and problems to be the source of most of the expertise they have to share as well as most of the motivation they feel to learn. Our respondents cautioned that any attempt to expand their homemade network by abstracting and generalizing--"professionalizing"--its communications would fail: the stations would not broadcast such messages. The majority of interviewees said they would value wider contacts than they now had--to pool ideas, to learn, to teach, to expand the dialogue about the philosophical and professional issues which have given rise to centers, to problem-solve about financing and "institutionalizing" centers. But they felt that such communications would be productive only if participants shared basic premises and experiences.

**The Premises Linking Teachers' Centers**

We think such basic shared premises and experiences are the source of the trust that Miles speaks of in his definition of networking--they are what makes it easy for busy and widely separated people to be in easy touch with each other. A generalized statement of the premise shared by teachers' centers we interviewed is: *Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.*

This is the premise that this book is based on. We think it is common to all the centers which are described in the following section. But the purpose of the book and the descriptions of centers is *not* to evangelize for this premise and this brand of centers (nor is it to analyze them into component parts so as to synthesize a replicable model). Rather we want to test whether the premise is in fact a strong bond for a wider network. The test will consist in whether these descriptions stimulate exchanges among established centers and neophyte programs and whether

the descriptions and the statement of issues we pose in the balance of this paper recruit into the network, for thinking and discussion, other educators now outside teachers' centers--in school districts, state departments, teacher unions, colleges of education. Because of its function as a test, the book is being written in two "takes"--this short volume now, plus one equally short later this summer. Each volume will be in two sections--one presenting ideas and issues and the other describing centers.

## Where is the Teachers' Center Idea Coming From?

We noted earlier that readers' ability to interpret our map of teachers' center territory will depend at least in part upon taking into account our over-all grasp of the geography. As we write, we are aware of several angles of vision from which we have observed and interpreted centers. We make a point of them because it seems to us that to fairly assess centers an observer needs to understand the perspectives on American education from which their purposes and programs have been derived. These perspectives are discussed in the following pages under three headings: 1) perceptions of the practical urgencies impelling the classroom teacher to seek help; 2) beliefs about children and how they learn which are common among teachers' center people and different from conventional education; and 3) differing assessments of the professional status of teachers.

### Why Teachers Go to Teachers' Centers

There is a lingo around some teachers' centers which sometimes annoys straight spirits who lack a bent toward humanistic psychology or counter-culture style. It's sort of an upward, onward, inward with the crafts and joy of earthly living and folksy sharing melange. Yet teachers who haven't given a thought to becoming "self-renewing persons," dropping out or confronting the system spend their own time and money in teachers' centers. They do it because centers give them access to cheap, simple "survival" tools: homemade, child-appealing, individualized lesson materials and methods.

In England teachers' centers began as places where teachers could make their own curriculum materials and apparatus for programs such as Nuffield Maths and, in the process, understand the new math themselves. Since then, another impetus toward centers has come from the "unstreaming" process--the creation of comprehensive schools in which children headed for universities are mixed with those who will

finish formal schooling at age 16 or go on to technical schools. L. C. Taylor has explained these two stimuli for teachers' centers in words which are applicable both to the United Kingdom and the United States.

> Teachers previously in grammar (academic) schools find themselves faced with children they once thought to be the invention of dyspeptic novelists: adolescents intractable and sometimes delinquent, profoundly uninterested in the standard repertoire of instruction, unable to read, unmoved by bourgeois ambitions, without hope of passing exams (admitting to higher education), from homes that provide neither support nor control--and so on. The search for help, advice and comfort from colleagues with experience in less protected schools becomes urgent.....
>
> Already in a majority of primary schools mixed ability classes are the norm;....But the efficiency of instruction depends on how well it is matched to the recipient: if there is only *one* source in operation at any time (usually the teacher) then the audience must be tuned to the level of transmission; it must be reasonably homogeneous. An unstreamed class, by definition, is not. If we have, in the same classroom, children with widely different learning capacities, we will often require *multiple* sources of instruction in use at any one time. However, few courses are yet available which set out their content at different levels of difficulty, and so designed that children can work through them independently at different rates of progress. Publishers doubt whether there is yet a sufficient market to support such courses, especially after the debacle of 'programmed learning.'
>
> To fill the void, teachers try to make their own individualized or group activity materials. But whereas talking to a class is relatively easy, to write things down in a form children will understand, to clarify obscure points by diagrams or illustrations, to collect suitable readings and concoct practical exercise...then to stencil, duplicate, collate, bind...all this takes a lot of time. Teachers hope to share this burden, and to get technical and clerical assistance. Is there some Centre from which help could come?
>
> ...Now, when teachers look around for ways in which children can learn from direct experience,

> three-dimensionally rather than symbolically through words alone, the nature of the school begins to change. Classrooms start to look like workshops, apparatus supplements textbooks; next, teachers take children out-of-doors and beyond the school, exploiting the resources of the immediate physical environment;....This strenuous attempt to promote the immediate environment--personal, social, physical--as the principal learning text has led many teachers...into collaboration and exchange on a scale previously unknown. Emerging from their own schools, they look for a place to meet, for library and reprographic services, for expert research help and the like. For a supporting Teachers' Centre.[6]

*Gaining Control By Relaxing Focus*

Support is not just handy, useful, available *things*; it is approachable, practical, credible-to-teachers *people*; and an *atmosphere* of informality, acceptance, and immediate helpfulness. Courses do not have to be signed up for several weeks in advance; they do not last for weeks or months; they do not cost a lot of money; no one compels the teacher to attend; the teacher may initiate his or her own course or special project at the center. These advantages have the effect of giving the teacher control over some piece of the working environment or assignment. The importance of this sense of control can hardly be exaggerated in reference to those American teachers whose jobs have changed so rapidly and drastically that they feel they have lost power to help children learn.

Desegregation affects many teachers this way. Lillian Weber, director of the Workshop Center for Open Education at City College of New York, writes that those teachers who define their responsibility as teaching *all* the children--together--still face inevitable frustration if they have to meet heterogeneously grouped classrooms with only the traditional pedagogy of homogeneous organization, textbooks, and workbooks.

> How often they faced failure in their work was revealed in their numerous expressions of hopelessness about being able to teach *anything* to many of the children. They spoke about poor discipline, about behavior problems; they discussed "problem" children. They were quite aware that the traditional structure of schooling--homogeneous and wholeclass--did not "work" for many children....In the situation in

> which a teacher related to a whole class, trying to bring everyone in the class to the same close focus, anything that disturbed the pinpoint focus became annoying.
>
> ....In the new context of acceptance of *all* children, with a commitment to their educability, the teacher faced the problem of how to set up the room so that she/he would have time and freedom to relate to those who had been problems and failures in the single-dimensional context of whole-class teaching...[7]

How the teacher changed the set-up of the classroom and the manner of relating to children, as a result of teachers' center help; what new things (and how many) they brought into their rooms to spread focus away from pinpoint --these new decisions were unique with every teacher. The adaptations expressed the teachers' view of school requirements and children's needs, their own strengths and weaknesses, and the support, new curriculum, and new stances toward children learned from center advisors working in the classroom. The early results of teachers' practical, personalized enrichment in the classroom curriculum materials and activities were generalized in Weber's words, "It did seem to be easier to live in our kind of room."[8]

*Preference For Homemade Stuff*

An easily overlooked factor promoting the teacher's sense of coping is the homemadeness of the materials teachers' centers offer to diversify the focus in the classroom. To have teachers make their own classroom materials is beneficial not just because handmade things are cheap (and don't have to be sent away for and waited for) but because they are more likely to possess the quality of being individualized to the teacher as well as to students. In choosing a curriculum item which addresses a specific classroom problem, and then in making it, there is opportunity for the teacher to learn the content implicit in the material and to formulate her own instructional goals for using the material with children.

It is, of course, not unheard of for teachers to engage in mindless busywork constructing trivial gadgets, and there is not always learning to be gained, in proportion to time expended, in making many copies of the same item. Teachers' centers also try out and then recommend commercial materials and apparatus--usually things with many possible uses rather than items targeted to a single learning outcome.

*The Teacher Studying The Child*

Teachers come to teachers' centers hoping that the formula for better living in a boring or hassled classroom is more and varied curriculum materials. These are an answer but only a partial one, and not all that centers have to offer.

Most participants initially use a center to find a limited array of new lesson materials and activities with which to meet wider levels of achievement in the classroom and to provide work inducement for children whose attention cannot be sustained for a whole day by textbooks and workbooks. Many participants feel satisfied and stop coming to a center once they have achieved this goal. But there is another group for whom success with materials is an incentive to keep returning to a center. In assembling an increasing diversity of materials, they discover they need more than things; they have to learn how to make decisions; to provision, organize, and orchestrate flexible time and materials, and active children. These teachers move to a point where "finally you have to concentrate on the critical tool in the classroom, which is *you*."

In saying that, Olive Covington sums up nearly ten years of her own experience as a Washington, D.C. public elementary teacher and as director of Washington's Advisory and Learning Exchange. She means that a teacher's own pinpoint focus on subject matter gradually and subtly blurs and "you begin to look at what kids do most naturally, to see what engages their attention. Gradually you change your assignment to yourself from 'I've got to study the material' to 'I've got to study the kid.' You realize that your preparation to teach has helped you to know a lot more about *what* you teach than *who*."

Teachers who maintain participation in a teachers' center over several years are mainly those who change their focus from studying subject matter to studying children (or who sought from the start to focus on children). These teachers encounter values and theories about children and how they learn that differ fundamentally from conventional assumptions prevailing in American schooling.

**A Differing View of Children and How They Learn**

George Hein points out that two views of the status of childhood have gained some acceptance well after the beginnings and shapings of the American public school system. These ideas are that childhood is "a particular stage or state of growth (having) value in its own right" and that "each individual childhood is unique."

> The development of national education systems late in the 19th and early 20th century was dominated more by Victorian ideas of obedience, discipline, and national concerns for a pliant and properly trained labor force than by conceptions of the value of individual children and respect for their specific attributes.[9]

The valuing of childhood for its own sake is expressed in the aphorism "Play is the work of the child," Hein notes. This truism suggests that in play children are accomplishing something *mental*--some important construction of intellectual capacity that is prerequisite for their later ability to cope with the world. It contradicts the idea that children do such mental preparation solely or mainly under adult direction and in school.

There is more than aphorism to support the belief in the child's purposefulness. A school of psychology, termed "developmental" and mainly known by its major figures--Dewey and Piaget--presents evidence supporting the theory that from babyhood all the child's exploratory and playful sorties into the near surround of objects and people are *purposeful* searches for meaning, greater understanding, and control over the world. In this learning theory the function of teaching is defined as studying the child's action in order to read his purpose, identify what may be paths to learning for him, and provide him subject matter that will stimulate, correct, clarify, enrich, extend. Such a theory of learning is in contrast to the prevailing American view of the child as the recipient of knowledge and the teacher as the packager and deliverer of that knowledge.

There is another aspect in which the valuing of childhood, here and now, goes against the American grain. David Hawkins senses an attitude of "moral futurism" in Americans' goals for children's schooling:

> ...I feel we are busy building a society in which children are not wanted. I am not talking about the birth rate but about the *estate* of childhood. Much of our present zeal for reform in education is consistent with the interpretation that we don't really like children and want to get them over being children as early as possible....This is true in the slums for one kind of reason--the widespread destruction of livelihood. It is true in the suburbs for another--the pressure for increased household income....The futurism I see in much present thinking

accepts the child only as the future adult....[10]

*Schooling's Product: Skills and Jobs*

But futurism is a theme which has always pervaded American public education in the sense that the schools have been conceived as the turnstile to economic advance. Although Jencks and others have claimed that the function of schools as escalators to higher social class status is mainly myth, the myth continues to shape Americans' expectations for public education.

What children are supposed to do in school is to learn "skills" that will prepare them to obtain and hold jobs that will in turn earn them higher socioeconomic status and rewards than those of their parents. In the past, middle class "average" Americans have not greatly valued learning for its own sake on the part of adults. A prevailing attitude has been that learning for pleasure is for leisure class dilettantes or bohemians, not for serious working people, and certainly not for children whom the teacher as public employee has responsibility to prepare for jobs.

Thus it is part of the American tradition to judge schools' worth and teachers' worth in terms of children's future employability rather than their present enthusiasm to learn. To be able to impart skills is the need which leads many teachers to teachers' centers. Once there, a teacher may gradually transform that impulse into an intent to motivate children's own search for and pleasure in learning. In so doing, he or she will not abandon the original aim to teach competency. It is important to understand that the alternative substance and style which sets teachers' centers apart from conventional teacher education have been shaped not to reject competency as a goal but to support it.

What developmentalist educators are saying is not that children--and teachers--don't need to be competent but that traditional teaching ignores or represses the learner's greatest resource: his own background, interests, strengths, needs--in sum, purposes; because competence grows from practice in carrying out purposes in a setting as close as possible to his own world. That competence is acquired through intrinsic purpose is an accepted tenet of learning in all areas of American life except formal schooling. Teachers' centers are, at root, an attempt to apply this tenet to learning *in school*.

**A Differing View of Teachers' Professionalism**

Applying developmental ideas in public schools imposes a different style and order of work on teachers. Many observers who endorse developmental approaches in theory have claimed that they are impractical because American teachers can't project the increased resourcefulness, independence and decisiveness of judgment required, and they will not put forth the extra effort.

Is it naive to treat teachers as professionals? Do teachers have the capacity and will to take more responsibility for instruction and school curriculum decisions? Do teachers as a group see themselves as professionals with responsibility for their own continuous learning and professional advancement or as wage earners punching the clock and following the curriculum guide? It's possible that this view of teachers lies more in the eye of the public at large than in the performance of teachers at large, for, as David Hawkins notes, our society as a whole lacks "serious sustained concern about childhood" and "has allowed the public management of children--schooling--to remain in low social esteem among the professions...."[11]

In any case, it is not only teachers' performance but their low social status that accounts for proposals to improve teaching by making teachers guarantee pupil's learning "outcomes." It is ironic because such guarantees are, in fact, nearly meaningless unless teachers are helped to achieve higher status than that of technicians. Teachers must be enabled to influence more factors than just behavior in the classroom in order to guarantee outcomes: must contribute to syllabus, curriculum materials, decisions on use of time and space, on evaluation of achievement, climate of the school. To achieve this level of practice--a professional, making well-informed judgments on a case-by-case basis, assisting and being assisted by colleagues--requires intensive effort on the part of many teachers who have heretofore conceived of their roles as merely following orders. Not all teachers, perhaps not a majority, but enough to make a substantial difference, are willing to invest great effort because they see the inadequacy of the technician role to meet students' needs. In the face of the stress, frustration, and defeat that many teachers feel in schools today, extra effort can only be induced by offering support and trust.

*Management vs. Mutuality As Change Strategies*

Charity James, the English teacher educator who has observed and worked in American schools for the past five

years, is one who considers that supporting and trusting teachers is the practical way to improve schools because it conforms to the nature of the learning enterprise.

> Changing schools requires an attitude which is not so widespread as it ought to be: a faith in teachers. It is no longer acceptable for administrators and university teachers and curriculum developers to behave towards teachers with any sense of superiority. The whole notion of 'teacher-free' materials was a disastrous form of contempt. Teachers have an immensely difficult task which few of their detractors would like to undertake. If you seek to use them to create a millennium on the cheap, you will rightly fail. They need and deserve...trust and support....Hence there has to be a complete break from the scientific management tradition in American education, which is always based on a linear industrial model, whether one of full integration of production through delivery or of a wholesale/retail variety. The program (for changing a school) must be at base one of mutuality and exchange...at the grass-roots level.[12]

The inadequacy of the "linear industrial model" and the superiority of grass roots exchange are not just matters of developmental educators' bias. The Rand Corporation reports from a just-finished study of 293 federally supported "change agent" projects (Title 3, bilingual, vocational, right to read) that such external "treatments" as money, instructional or management systems, curriculum packages, and outside experts do not deliver the looked-for changes in schools. Everywhere that Rand researchers found improvements, they attributed them to mutuality and exchange among local schoolpeople, who substantially adapted the outside treatments to local needs.

The activities Rand identified as being part of mutual adaptation and exchange are strikingly similar to those engaged in by teachers' centers: Continuing, *on-line* planning in which teachers scale down a project's original goals and themselves come to grips with difficult ideas and circumstances; frequent staff meetings in which teachers and other school staff communicate, *exchange* problems and solutions, and reinforce each others' successes; *concrete* ongoing training responding to immediate problems as they arise; *local materials* development in which teachers involved in the change project work together; the gathering and sustaining of *a critical mass* of teachers to receive support and assistance.[13]

The conventional educational wisdom is that validated models of successful projects avoid the waste of each locality "reinventing the wheel." But Paul Berman, principal investigator in the Rand survey, infers from the findings that in order to get good local implementation of a model, a school staff may have to apply as much reinventing on the model "wheel" as if they'd started out to invent their own.

Principles which the Rand researchers extract from their data in 1975 were common sense to experienced practitioners who started teachers' centers. For instance, Lillian Weber writes of the ideas which in 1969 shaped the Advisory Service to Open Corridor, which operates alongside the Workshop Center at CCNY:

> That change in schools depends on the teacher is to us self-evident; for this reason, we have shaped our support structure so as to focus on the teacher as the agent of change. We concentrated on change in teacher education, on advisor support for teachers, on easing the constraints in institutional settings on teacher efforts to change. We emphasized that the teacher as agent of change had to be a volunteer; only voluntary and reflective commitment would produce the energy necessary for the painful and difficult process of change. To support the path of each child's growth, the teacher now had to observe, respond, adapt. No longer relying on mandated curriculum syllabus, or manuals of instruction, she now had to make decisions on curriculum. Her relationships were now with individual children more than with the whole class unit, and new understandings were essential.
>
> For all these changes the teacher needed help, and the advisor's task was spelled out: help in observing and understanding children; workshops in curriculum; help in organizing the setting to support changes--all with the commitment to respect each teacher's unique way of changing. In addition to the advisory, whose role was conceived as transitional, there existed the community of teachers...that would support, politically and psychologically, the change each teacher was making. The exchange of experience among the teachers in the community would broaden the base of any one teacher's perspectives. The communal assessment and reassessment process would help maintain the direction of change.[14]

*Trust: A Prerequisite For A Teachers' Center*

The notion that if you give trust and support to teachers, they will learn to trust and support each other and evolve into an exchange--of information, experience, workable practices--is an essential component of the teachers' center concept; even a criterion. This idea has been called idealistic, impractical, too small scale to make a difference. But if you credit the Rand findings about the inadequacy of external financial and technological treatments for schools--in any case, the probability that such outside resources will diminish in the immediate future--you are left with few places to look for a new resource for improvement. Could the teacher be the "new" resource?

Given the frequency of the teacher's self-perception of being embattled, powerless, drained, oppressed, or just plain bored, the suggestion that teachers could be the source of extra energy for the improvement of schooling might seem laughable. But what if you just nonjudgmentally accept both views of teachers? that they are turned-off, just going through the motions, defeated: *and* that they are able, committed, interested. What if you recognize that the condition of many teachers is that they feel a need to change but can't get up enough energy since they feel they'd have to change more than themselves.

You might offer a resource for learning which teachers could tap with low expenditure of energy. Matthew Miles' definition of an informal information sharing network ("permits low energy access to trusted competence") suggests that in a low-energy situation the first ingredient must be trust. Thus, you might offer quick, short, trusted learning episodes--trusted because they are taught by successful classroom teachers, not professors or supervisors, or R&D people. You invite participation, never require it, because you cannot afford to bleed off that little store of available energy in resentment or resistance to compulsion. You might offer help that supports rather than exhorts, works alongside rather than supervises. In short, you might start a teachers' center.

Charity James sums up these kinds of functions in one verb: "liberate." Though she is not talking about teachers' centers--rather about needs of innovating teachers in general--her comments are applicable to centers.

> I don't think one should think in terms of changing school administrators or teachers; that seems impertinent. But I do think of liberating them--from unexamined assumptions, from anxieties about

process, and as far as possible from nervousness about ignorant criticism. Thus the 'liberator' is a partner to the individual's own inner wishes, not an external change agent.

My work as a consultant has made me understand more fully than before what Socrates meant about the educator as midwife. One may, of course, bring in ideas of one's own, but they are useful only if similar values are springing up among the people one works with. Ideas have to be lived in the hearts, minds, and viscera of the people who are going to put them into practice; otherwise the process will be obedient, not creative,....It is much harder to carry out an idea than to suggest it, so people in the field need time with someone like-minded, time to voice their hopes and anxieties and to begin to think in some detail around practical possibilities....[15]

*Voluntarism And Professionalism*

As Charity James points out, teachers need time away from immediate duty to begin to work out practical new possibilities. Whose time? This is an important issue for centers, stemming from trust in the professionalism of teachers. If teachers spend their own time in a center, there is reason to believe they are serious about professional purposes. Volunteering teachers can be easily separated from those who just go through inservice motions. However, many in teachers' centers believe that if they wish to reach a constituency wider than a self-chosen few or those who are at their wits' end, they will have to compensate teachers for time spent: complacent teachers feel no yearn to learn spurring them to invest extra efforts; teachers with family responsibilties have little free time to give. Among centers seeking a wider constituency one finds a range of compensations for time which serve as additional incentives for participation and blur the concept of pure voluntarism. These include school district advancement credit, graduate degree credit, and release time.

Teachers' centers thus put forth a whole range of positions about the relation of voluntarism in continuing learning to teacher professionalism. At one end are those who believe teachers demonstrate their seriousness about their continuing learning, thus their professionalism, by volunteering their own time. At the other end of the range are those who contend that time for learning new

techniques to keep up with the problems in schools is a right not a duty, and that teachers who insist on being compensated for time spent in professional advancement demonstrate their self-concept as professionals.

If a center is designated by a school district as a place teachers can spend inservice days granted in their contracts, or if it is funded by federal grant money for specific training purposes, the issue of voluntarism is defined in terms of teachers' choice of activities within the center, not choice of whether they come to the center or not.

*Leadership--Another Prerequisite*

The existence of trust in teachers' initiative for change, even if feebly energized, and of trust in their choices about what will improve their teaching, even if merest starting point, is one prerequisite for a teachers' center. James' passage above suggests another: leadership. The evidence of inservice programs, put together by committees of teachers, which have been no different in content or attitude toward learners than courses previously designed by district administrators or college professors, argues that change in teachers' working behavior and attitudes is not just a matter of transferring power from administrators to organized teachers. It is a matter of leadership, persistently but supportively demonstrating closer attention to children and new possibilities for teaching.

Teachers' centers express the idea and expertise of one or more unusually competent and committed people, who are not only superior teachers but superior leaders. Centers do not survive without that. Yet, it is also essential to understand that they do not exist and survive without the reinforcement of the leader's idea by thoughtful followers. Charity James states the back-and-forthness between leadership and followership which is characteristic of teachers' centers: "One may of course, bring in ideas of one's own, *but they are useful only if similar values are springing up among the people one works with.*" (Emphasis added) A prerequisite for a good teachers' center is a person or group of persons who are voicing values being thought about and needs being felt by a critical mass of local teachers.

*Stimulating Teacher Growth and Decisiveness*

Values and theories held by the leaders and followers in this group of teachers' centers have often been misunder-

stood. They do not promote a panacea to solve the problems of American education; a model called "the open classroom." Instead, people we met in teachers' centers expressed a position which can be roughly generalized as follows: If you create a setting in which the teacher can express her own professional needs, and be supported in working on them, then that teacher will be far more likely to create a classroom setting in which the student, working even a bit of the time in his own style, will reveal his learning needs, both those that are unique and those that he has in common with other students in the class. In this way you help the teacher gain far more clues to good teaching than are available in conventional pedagogy. But you do not give her the answers. Those she must work out for herself--with help. (Acknowledging that increasing numbers of men now teach in elementary and junior high schools, we still occasionally use feminine pronouns to refer to teachers and participants in teachers' centers. This is a matter of style for us and clarity for the reader: to distinguish between teacher and student.)

No one we met in teachers' centers assumed that all teachers do or will feel secure working in this way. On the contrary, they acknowledge, many teachers want a formula for teaching and insist on the obligation of supervisors to provide it. But teachers' centers assume there is another substantial group of teachers who do already or gradually will come to address their ongoing educational needs in terms of professional growth for increased responsibility for curriculum decisions rather than skills training.

There are no data which show whether teachers' centers' participants by and large have come seeking "growth" and feel that's what they get, or whether they mainly are looking for some guaranteed curriculum plan or technique. Both kinds of motivations are seen as legitimate by teachers' center leaders, who generally believe that long-term growth can come from awareness of need. They feel confident that the homemade, helpful atmosphere of the teachers' center, featuring hands-on learning and peer teaching, can release the ingenuity and increase the self-confidence of those teachers whose problem-solving talent has not been nourished in conventional teacher education. What happens to this talent later on--whether it progresses from the how-to's into the why's of teaching--is a crossroads question for many teachers' centers now. Leaders of centers recognize that a center's nuts-and-bolts activities need some intellectual framework in order to support teachers who accept the challenge to make more independent decisions

about their classrooms. Good decisions in any profession stem from rich *understandings* underlying technique.

Also, some observe that without a theoretical framework, what goes on in a teachers' center may be organic and funky rather than technological and plastic, but in sum it's still skills training, not professional growth. The result is that after two years or so of occasional workshopping teachers may stop coming to a center, perceiving that they have exhausted its curriculum. This is the reason that growth is a practical necessity rather than just a philosophical leaning for a teachers' center. And not just growth in numbers.

Every well-established center which sustains its vitality does so not only by attracting newcomers but by attending to the growth of old-timers: teaching them to teach workshops themselves; encouraging them to work as advisors to other teachers; stimulating them to invent their own curriculum materials; showing them how to observe and document what individual children do in class over time and to find patterns and meanings in their activities; engaging them in research....In such ways, experienced center participants plow back their own earnings into that mutual resource exchange which is one criterion of a successful teachers' center.

*Assessing Teacher's Thinking*

The centers described in this book differ greatly in the extent to which they define the teacher's growth in resourcefulness as involving *study of children* as well as knowledge of new subject matter and practical curriculum materials. But any center which has the purpose of increasing teachers' capacity to enrich curriculum is implicitly encouraging some measure of study about how children learn. This is a task that is not always spelled out, for fear of intimidating teachers who hesitate to think of themselves as intellectuals. But to be thoughtful and decisive about individual children and about what they should know is not an outlandish role for a teacher. To apply thought to experience and thus to formulate ideas about what is common and what is unique in each child's learning is certainly not beyond the intellectual powers of the average, experienced teacher. It is simply a matter of professionalism, as David Hawkins writes.

> I think teachers--not all teachers but those who have a genuinely professional feeling about their work and who have learned and grown in their pro-

fession over a long period of time--do know more ...about the psychology of learning than is written in the books....Teachers express themselves through the work that they do, through the human beings who have been their pupils, and not by writing little papers....People who haven't been in the academic world feel, often incorrectly, I think, that they don't have the means to express themselves, to develop theoretical ideas. In fact, I think they more nearly have the means than do the rest of us, because they have the raw experience, or rather, the experience they have culled and analyzed over and over again to guide their practical work. What we want to do is somehow to get those ideas not only into practice but into the marketplace where they can be argued.[16]

*A Study of Teachers' Understandings*

The kinds of ideas that teachers' center participants take from and put back into their practice are described and analyzed in a study of teachers' thinking which was conducted by Education Testing Service researchers Anne Bussis, Edward Chittenden, and Mary Anne Amarel. The study, supported by the Ford Foundation, was done in spring 1972 by long, structured interviews with 60 primary teachers. Some had received help from EDC Follow Through in-classroom advisors; others from a teachers' center (the Workshop Center at CCNY, Creative Teaching Workshop, or Curriculum Resources Institute, all in New York City). All of the teachers interviewed were attempting to diversify their curriculum move away from all-day whole-class teaching, informalize the atmosphere and relationships in the classroom.

The ETS group investigated teachers' thinking about the subject matter content and curriculum materials in their classrooms and also about "the child as resource for instruction." The latter topic involves whether and how the teacher builds instruction around perceptions of children's mental and emotional needs, their interests and choices, and the social interaction within the class. As might be expected, the interviews tapped both shallow pools of thought and deep wells. The interviewers' book, *Teachers' Understandings*, which is not yet published, will be a valuable resource for persons with an interest in teachers' centers, for it indicates the topics of thought and the quality of thought in teachers who are assuming decisions formerly made by supervisors. The book also details the thinking of teachers who are unwilling to change

from conventional prescribed syllabus and textbooks, or who find themselves overwhelmed and anxious about change which requires greater independence and choice.

The researchers believe that expertise and confidence about using a lot of informal curriculum stuff (rather than textbook) is a function of a teacher's well elaborated and articulated thought connections between their own "curriculum priorities" and the "surface curriculum" in their classroom. Teachers expressing difficulty and anxiety about manipulative materials (especially natural/environmental materials) were those whose curriculum goals for children were simply "grade level facts and skills" and "good school behavior."

> Although these teachers introduced new materials and activities into their classrooms, they had difficulty seeing a connection between their innovations and their most deeply held priority. They seemed to believe in an abstract way that worthwhile learning occurred in activities other than math and reading assignments, but they were struggling to understand it and were frequently worried about it....They were confronted with certain surface activities and materials (e.g., block building, a rabbit in the room) that they could not comfortably interpret as curriculum.
>
> It should be pointed out that (they) were experimenting with surface curricular changes because they genuinely seemed to think it was a good idea and that it made teaching more interesting....A strong secondary concern (besides grade-level expectancy) of teachers who were experimenting because they thought it a good idea was the priority of "Involvement"....This meant: "Concern that children become engaged and involved in meaningful activity...that interests them." Although these teachers genuinely sought to engage children's interests, it seemed as if there was a continuing tension between what was meaningful to the children and what was viewed as academically worthwhile from the teachers' perspective. The meaning of "academic" remained too restricted to accommodate many possibilities other than fairly conventional ones. In one sense, the problem these teachers were experiencing can be construed as a difficulty in elaborating and extending their understanding of worthwhile learning.[17]

One understanding which such teachers need to elaborate and extend is their perception of what academic skills they can teach using naturalistic curriculum materials. To feed this understanding is the purpose for most teachers' center emphasis on teachers exploring curriculum materials themselves, on an adult level, and making their own materials for the classroom.

A majority (66 percent) of the teachers interviewed by the ETS group did see clear connections between their learning priorities for children (which were "Initiative/Independence/Reflectivity and Intention" rather than "Grade Level Facts and Skills") and the teaching possibilities within informal curriculum materials. The researchers believe these thought connections enable teachers not only to make individualized decisions for children but also to explain the purposes and rationale for their style to administrators and parents. Equally important, these understandings about day-to-day teaching are a "critical tool for the teacher's evaluation of his or her own efforts--especially when things start to go poorly or to stagnate." The interview study shows that teachers who hold such curriculum goals and who are reflective about their curriculum also are reflective about the children themselves--their needs, interests, and social relationships--as a main source of the curriculum.

This small portion of the ETS study has been summarized not in order to imply that teachers' centers serve mainly an intellectual elite but in order to underline the critical need for centers to help teachers think clearly about their intentions in coming to the center--what they want to teach, what they think children can learn and learn from. The study also illuminates the need for support and activities in the center that are not only hands-on but *minds-on*, if teachers' centers are to achieve their purposes of increasing teachers' participation in decisions about curriculum.

## Where are Teachers' Centers Heading?

It is one thing to accept the logic of teachers' centers' development, arising naturally from a particular perspective on new needs in schools and on children's and teachers' capacity to learn. It is another thing to confirm teachers' centers as a viable process for widespread improvement of schooling. Given their perspectives on education aslant of the conventional views, and given their differing purposes, how do centers affect teachers' performance in classrooms? What are their prospects for

survival? And how much influence will they have on mainstream education? These are the topics of the remaining pages.

**Centers' Effects: Issues in Evaluation**

The ETS structured teachers' interview described earlier is evidence of some teachers' centers' differing criteria for measuring success. The interviews assess participants' *intentions* and *decisions* about teaching rather than their performance or their students' performance. Such a technique is responsive to the purposes of most teachers' centers--to improve teachers' sense of coping in the classroom, of resourcefulness, and of decisiveness. The ETS interview also evidences the researchers' awareness that conventionally scientific measures of "outcomes" have produced little reliable information because of the impossibility of separating and controlling all the "inputs" at work in a school. The ETS interview technique is also representative of a new movement among educators--including many in teachers' centers--to reject standardized achievement testing of children as a means of judging their learning, and by extension their teachers' competency.

To accept teachers' perceptions and intentions as evidence of performance requires a basic faith in the wits and the will of the respondents. Those who do not go that far with teachers may find a study such as the ETS interviews interesting but not convincing. Competency-based (or performance-based) instruments tailored to behavioral objectives are put forward by those demanding evidence in action that teachers are capable of doing their job. This form of evaluation, in turn, is unacceptable to large portions of the teaching profession, notably organized teachers, on the grounds it cannot be objective: teachers are unable to control the variables that influence their classroom performance. Beyond that, many teachers' center leaders consider that the skills measured in c.b.t.e. systems tend to be trivial, and that it is simplistic to try to count and weigh the elements that go into effective teaching; the significant ones are too elusive.

No one in teachers' centers visited in this study belittled the public's or administrators' demand for teachers to be competent. People in centers keenly feel the need to know, for themselves as well as for critics, what effect a center has on teachers' competency. Informal, anecdotal evidence is powerful--principals assigning "difficult" children to participants' classrooms, parents' support, supervisors' praise--but hard to convey broadly. What seems to be

needed in order to judge centers' effectiveness, both in their own terms and in terms that will be convincing to outsiders, are several kinds of instruments.

*Documentations Of Participation*

Earliest and simplest is careful collection of participation data--not just numbers but documentations of who comes, when, how often, to do what. Such data can be interpreted by information from questionnaires and/or interviews of a sample of participants about their backgrounds in teaching, length of teaching, their teaching setting, reasons for coming to the center, etc. A detailed report of such a study, which also included systematic observations of what teachers do in the center, is available in a North Dakota Study Group monograph about the Teacher Curriculum Work Center in Chicago. The investigator, Sharon Feiman, points out that such a study provides precision for outsiders about the nature and quality of a center's offerings and participants' response even though, with each teacher selecting her own activities, "it is not possible to describe uniform treatment and outcomes."[18] It could be instructive, however, to compare that kind of documentation with matching documentation of conventional inservice available to teachers in the same school district.

It seems important to conduct follow-up studies of the same sort in a few years' time to see whether there are new patterns of participation: Is there a whole new group of participants? If the same group, are they doing the same things?

*Gauging Classroom Effects*

Given the low state of teacher morale in many school districts, evidence that some substantial number of teachers (in proportion to the staff and facilities available in the center) volunteer to participate in a center is significant in itself. Later, an assessment of the *productivity* of that investment of time is necessary, according to centers' own criterion of aiming to increase teachers' resourcefulness, responsibility, and growth. The ETS interview study is one way of getting at that kind of assessment. Another is a new study that Sharon Feiman is beginning. Through teacher interviews and classroom observations, she will observe how Chicago center participants use particular curriculum materials they have made in the center and will find out what the teacher thinks children learn from them.

Attempts to evaluate a teacher's performance both in a teacher's terms and in an outside observer's terms seem most capable of meeting demands for objectivity and at the same time respecting the teacher's context. Having the objective observations come from a teacher's students and their parents is an approach the North Dakota Center for Teaching and Learning uses to evaluate master's degree intern teachers. The children's and parents' evaluations of each teacher are deduced from structured interviews administered by undergraduate students in the college. The informal interviews center on the same classroom factors that structure the evaluative interviews done with teachers. Thus it is possible to compare a teacher's assessments of his or her own competency with the opinions of 12 students in the class and their parents'. Results of all the interviews are the subject of a feedback session held between the teacher and the CTL advisor. Under a National Institute of Education project CTL is adapting the interviews for use by educators elsewhere.

Because they flow from thought which is perceived as tributary and not mainstream to American educational tradition, teachers' centers need to document what they do and what teachers take from them in terms which can be understood by educators and laymen who are not familiar with teachers' centers' basic assumptions. What needs do teacher participants bring to centers? In what specific ways do teachers' center programs fill these needs? To what extent and how does the instruction in a teachers' center improve teachers' ability to impart "basic skills"? How do teachers in fact change their practice?

For this sort of evaluation and interpretation there are no adequate resources present now in teachers' centers. If centers are seen as having potential for serving more teachers, researchers, especially in universities, are needed to work with people in centers on these documentation and evaluation questions.

**Questions of Survival: Issues in Finance**

The needs for evaluation arise from pressures to assess teachers' centers' potential as more comprehensive inservice programs. These pressures come from within centers and from outside.

Tight money forces the crunch in which centers that started out with simple agendas and limited purviews now frequently must make a case for themselves in terms of school district policy and finance. The fading of ver-

ture money for school innovation causes foundations and federal grantors to recommend that grantee centers become "institutionalized" into a school district or a school of education. This is seen as a strategy not only for gaining the security of the institution's "hard money" but also as a way to influence the status quo institution from inside.

However, teachers' centers which are viewed by outsiders as interesting, and even estimable staff development programs in their own small settings, for their own volunteer constituencies, supported by "soft moneys," seldom are considered as realistic programs for the teaching staff at large, to be supported by school district funds.

This is no wonder and no failing on the part of centers, because for the most part they never set out to build comprehensive district-wide inservice programs. On the basis of their experience, though, many now believe that centers might show more results for the school district dollar than presently funded staff support programs. Thus the question is raised whether teachers' centers can realistically compete for the district's hard dollar.

Centers already within school districts do not necessarily see institutionalization as a guarantee of security. Slashed budgets in many districts threaten all nonclassroom personnel--thus teachers' center staff--with reassignment to the classroom. For centers already within school districts, as for independent centers, future funding is fogged in uncertainty. Chasing grants and preserving positions drains off a lot of energy but it does not seem to demoralize center leaders or de-rail them from their main priority: teaching teachers in a new way. This is neither naive nor irresponsible of them because their past experience tells them the surest security for survival is the teacher participants, who will mobilize support for refunding. Whether such backing will be sufficient in leaner days ahead is an open question.

*Diversification Of Funding*

At present most centers parlay combinations of resources into a survival budget. The package may include a foundation grant (or several); contracts with school districts for specified training; participants' fees and subscriptions; volunteer contributions of time and materials; sales of materials and publications; and federal or state categorical grants. Among the latter sources are various state programs; federal Title I, Title III, "mainstream-

ing," EPDA, bilingual, and desegregation categorical programs; Teacher Corps; NIE; Head Start and Follow Through; National Science Foundation. Ford, Rockefeller, Carnegie, and New World foundations are philanthropies of national scope which each have seeded several centers and thus cultivated the teachers' center idea. But local foundations and civic groups have played an equal role in initiating centers, and continued local support will be more crucial in centers' future survival and growth.

One of the hallowed principles of philanthropy as well as government funding has nettled teachers' centers and seems likely to be even more troublesome in the era of austerity which faces schools. That is the notion of seed money. This suggests that a new and experimental idea after three to five years' time should be able to prove itself so sound and sensible that the experiment can be institutionalized. Grantors cannot be expected to subsidize seedlings indefinitely or to suspend critical judgment, but they might be urged to consider that they share with grantees the responsibility for easing them into the status of institutionalization. It does not seem realistic to expect that a center in three to five years' time can be either self-supporting or taken protectively under the wing of the institution it challenges. A center is, after all, an "alternative social invention," Matthew Miles notes. Although not radically different from organizations it departs from, a teachers' center has typical alternative features of small size, valuing of process over product, collective decision making, and regard for participants as whole persons not just employees.[19]

An establishment organization like a foundation or government funding agent may be able to ease institutionalization by helping to interpret to the establishment school system that the teachers' center's alteration of some of the normal practices of educational systems can be understood as reasonable and natural outcomes of basic premises rather than as romanticism, doctrinaire thinking, or defensiveness about their work. Otherwise the institution's attempts to smooth out the alternative's lumps probably will destroy whatever benefits the establishment seeks to incorporate.

*College-Based Centers*

Is the university school of education a more congenial and secure institutional host for a teachers' center? A study of ten Teacher Corps projects at colleges and universities in 1969-70 concluded that, in general, the college facul-

ties "didn't want basic change in their institutions."[20] Miles also predicts that most teacher preparing institutions will strongly resist centers' priority for teachers' involvement in programming because faculties are interested more in maintaining their own jobs and preserving existing procedures for certification and accreditation.[21]

If this is indeed the rule, several exceptions to it can be found among the centers described in this book and at other schools of education. Among the latter (that we know about) are centers at, or associated with, the University of Connecticut, State University of New York at Cortland and Buffalo, University of Massachusetts at Amherst and Boston, City University of New York at Brooklyn, and Illinois. Although a teachers' center in a college may not be a representation of the approach of the majority of the education faculty, those described in this book have gained adherents among education faculty--some centers more than others--and among other departments; a few have gotten university supported faculty positions for staff initially funded through grant moneys. A number of professors in widely spread colleges of education look hopefully at the teachers' center idea.

Among these are not only professors who see that the handwriting on the wall--declining preservice enrollments--spells the need to improve the faculty's drawing power in the eyes of practicing teachers, and those who want to work in partnership with the state department of education in certifying teachers' beginning and continuing competency. There are also faculty who want to work with teachers as colleagues in studies of children's learning and who want to pursue new curriculum development with classroom practitioners.

Kenneth Howey and Fredrick Hayen at the University of Minnesota are convinced the teachers' center can be the meeting ground in which professors encounter teachers one to one and thus learn how to reform the college of education. From their experience as codirectors of the Minneapolis/University of Minnesota Teacher Center they describe how the college can begin to rethink its mission in the context of participation in a teachers' center:

> A major university should be engaged in research and experimentation in teacher training and not teacher training per se. Serious exploration is needed not only in terms of the best way to train teachers but of what different teacher roles may in fact be needed.

> Teacher training programs should be conceptualized in terms of school programs and the role needs of teachers in those programs....The teacher competencies stressed in a training program should be role derived from teachers operating in the specific context for which one is preparing teachers.
>
> College based teacher educators must seriously re-examine what viable role the college can play in the continuing education of teachers but also explore what more substantive role experienced teachers should play in the initial preparation of teachers.22

**Moving into Systems: Issues in Governance**

The serious re-examination of inservice education by some college professors is matched by the interest of state and federal buresaucrats and organized teachers. These interests demonstrate the pressures outside as well as inside centers to examine centers' potential to serve more teachers. There are several reasons for the interest from outsiders. The immediate one is declining enrollments of school children, causing decline in new teachers hired and thus reduction in the opportunity to update and upgrade schools through new hiring. You have to try to revitalize the veterans instead.

Beyond that, there is the experience of the curriculum reform projects of the 1960's and the "change agent" projects currently, which indicates that attempted changes which do not involve teachers' participation and change will not accomplish much. As demands have not diminished --though resources have--for public schools to solve major problems of the society at large, increasingly reformers have begun to look at inservice as the most hopeful remaining approach to school renewal.

The interest of the federal government is apparent in the requirements of categorical aid programs (for instance, bilingual education and assistance to desegregating schools) to spend some of the grant moneys for mandatory training of teachers and aides in participating classrooms. The interest of states is apparent in the two-year-old program provided by the Florida legislature to establish university-school district teacher centers in every district in the state. There have been proposals for massive state support for inservice in other states.

These are recognitions that few local school districts provide a comprehensive means for staff renewal. Instead they rely on salary incentive schedules which provide percentages of salary increase as teachers accumulate post-degree credits.

*Inservice As A Demand Of Organized Teachers*

The National Education Association and the American Federation of Teachers have brought inservice issues to bargaining tables in negotiations with local school districts. The provision of opportunity for professional development is presented as the responsibility of the employer. As NEA's position paper on inservice states:

> As school district programs change, (teachers) should not invariably be required to use their own time to learn how to do their jobs better. *The cost of providing opportunities for continuing in-service education is a charge the employer--not the employee--must bear, and it must be considered a 'cost of doing business.'*[23]

In addition, getting rid of "mickey mouse" inservice courses has sometimes been made a part of demands to improve working conditions.

> In-service education (must) be more closely related to day-by-day job needs and made a part of the job assignment.
>
> In-service offerings (must) be based on assessment by teachers of their own job needs.
>
> (Teachers should) have a preeminent voice in determining both the content of their in-service education programs and the delivery system--the ways and means teachers think are most meaningful for acquiring new skills, insights, and knowledge.
>
> In-service education (must) be related broadly to a teacher's total professional development and overall competence as well as being focused specifically on improving or acquiring a designated instructional technique....[24]

Both NEA and AFT have undertaken extensive surveys of teachers' centers, and both have advised local affiliates wanting to start centers that they should try to get school district funding for them and insist on teachers' control over programming.

However, teacher organizations do not judge that teachers' centers as they are presently constituted represent a viable means for more comprehensive inservice. For instance, an advisement to the eight associations involved in NEA's project in "Teacher Centered Professional Development" comments that "the governance or advisory structure (in most teachers' centers) remains uncertain and ill defined, needs assessment (of teachers) is based more on hunch than on data, and low priority is being given to securing released time for in-service education as part of teacher job assignments."[25]

New York's United Federation of Teachers (AFT), in proposing its own pilot center stresses that a center needs to appeal to a much broader population--*ordinary* teachers: "Many of these (teachers' centers) were initiated, and are maintained, by extraordinary educators and have collected a following of extraordinary teachers." The UFT calls for a narrower focus in a center upon basic skills, but at the same time a more eclectic offering of instructional techniques--the full range from behaviorist-oriented, to developmental-based reading programs, for instance.[26]

*Teachers' Centers and Governance*

Because they have never defined their "target audience" as extraordinary teachers--have in fact sought to meet the ordinary teacher at her point of need--teachers' centers early on began to be concerned with policy and policy makers in schools. Thus centers' concern with governance does not just arise as they look for hard money. Many centers have concerned themselves more and more with the relationships their teacher participants have with other components of their educational system.

Experiencing the impact on teachers of district curriculum mandates, prescribed methods and texts, personnel policies, regulations about spending, achievement tests, principals, supervisors, custodians, other teachers and parents--centers have defined their constituencies beyond teachers and have planned strategies beyond teacher instruction. Advisors going from teachers' centers to assist teachers in their classrooms have also worked with principals, supervisors, curriculum coordinators, janitors, and parents. Centers have invited parents to join teachers in workshops. Most invite principals and supervisors also. A number of centers run projects especially for principals to help them cope with the central administration and to experiment with change from a management to a leadership

style. Many centers work colleagueally with school of education faculties and include student teachers in workshops.

However, such initiatives to gain outside support for practicing teachers have always been undertaken in the context of the teachers' center priority for *teaching* teachers. Usually a center tries to cope with outside impinging forces instance by instance, in the field, and on a scale no larger than a single school.

In contrast, other enterprises calling themselves teacher centers have sought to deal in advance with factors which impinge upon teachers and to deal with them in the formal policy-making arena, by negotiating collaborative governance procedures affecting whole school districts, groups of districts associated with a university, or a whole state. Such procedures are undertaken with the conviction that they are prerequisite for teacher renewal.

*The O. E. Pilot Centers*

The Office of Education (National Center for the Improvement of Educational Systems) has been involved in planning and funding new mechanisms for teacher renewal for the past five years. These collaborations among school districts, schools of education, and state departments of education, also have gradually gained the name "teacher center" or "teaching center." The issues which are seen as priorities in these organizations are summarized in a series of discussion questions which Allen Schmieder of the Office of Education posed at the February 1975 conference of the American Association of Colleges of Teacher Education.

1. What is the relationship of governance to Teaching Centers? Who is involved? How are decisions made? Whom do they represent? How is policy implemented? How does the organized profession fit in?

2. What is the financial picture of Teaching Centers? Is it hard or soft money? Who puts in what, and how much? If external funds are used, what is the plan for program continuity?

3. What are the incentives and what are the costs for participants to be involved? For college personnel? For teachers? For community representatives and/or parents?

Schmieder's list goes on to include questions about how to elevate the concept of training to one of professional development, how to relate program in centers to program development in schools and universities, and other issues. But "governance" comes first. With a few exceptions, teachers' centers described in this book have not answered this question first. That does not mean they can indefinitely postpone governance questions: they always arise eventually. It could be instructive, therefore, for *teachers'* centers to look at the experience of *teaching* centers, which pursue the professional renewal of teachers via new procedures in educational policy making.

Places to look for such experience are the pilot teacher centers funded by the Office of Education (EPDA) program directed by Schmieder. These collaboratives in several Texas areas, the whole state of Rhode Island, and the San Francisco Bay Area were given planning grants in September 1971 to design teacher centers that would "deliver validated practices and processes" from educational research into public school systems; improve the quality and delivery of inservice education; promote "better needs assessment and priorities assignment in local education"; and "create some form of collaboration among major educational constituencies and institutions...." In spring 1973 the plans were put into action.

One cannot match the efforts of such programs against those of teachers' centers described in this book because of differences in purpose and style--not to mention scale, level of staffing, funding, etc. But because the pilot centers have paid advance attention to governance, and teachers' centers in the main have not, it seems pertinent to try to make comparisons about the one common purpose of inservice. In its 1973-74 evaluation of the pilot centers, the Education Research Center at the University of Virginia assessed the effects of inservice programs on samples of participants in the three pilot centers.

These programs differed significantly from each other in basic purposes and procedures for inservice: In Rhode Island statewide and in Texas area-wide efforts focussed on making schoolpeople aware of curriculum products and instructional systems which had been validated as successful and replicable by research and development methods, and then training them in these programs. In contrast, the Bay Area center supported school-district-based programs (the Oakland START Center and the San Francisco Teacher Learning Center) which were designed largely in response to teachers' and principals' expressed needs. The evalua-

tion study found that participants in all three programs judged them to be useful and worth recommending to other practitioners. But in the Bay Area 91 percent of the participants said they would contact a center staff person again in order to receive further training; in Rhode Island 30 percent of the inservice participants, and in Texas 20 percent, said they would contact the teacher center for further training.27

In the perspective of *teachers'* centers, whose major means of survival is participants' continuing involvement, these findings about intent or lack of intent to return to a center are highly significant. They give rise to many other questions about the differences in the inservice programs between the Texas and Rhode Island centers, on the one hand, and the Bay Area center on the other. But the main question which occurs from the findings is the extent to which a center's priority for settling governance issues in advance--necessarily involving many layers of administration and policy making--affects a center's capacity to respond to school-building practitioners' own priorities for continuing learning. Success of the O.E. pilot centers in addressing their priority governance issues has not yet been evaluated, but it is clear that both Rhode Island and Texas have put together comprehensive statewide collaborative structures, while the Bay Area center, with its smaller three-district purview, has not.

*Vested Interest Linkages*

Such questions about the effects of multi-institutional collaboration on responsiveness to teachers' needs echo Matthew Miles' doubts about multi-institutional complexes as a strategy for teacher renewal.

> The root assumption (for multi-institutional linkages) is that existing institutions are, in effect, functioning perfectly well, perhaps with some limitation due to difficulties of energy or information transfer among them, and that the creation of linkages is the sole feature required for the creation of an effective, or newly effective institution.
>
> The basic benefits..., of course, are that the resources and expertise of existing institutions are not by-passed or ignored but used more productively and effectively, in a coordinated, planful fashion....

> The costs or risks (of linkage), of course, are that inhabitants of each (institution) naturally tend not only to protect their vested interests, but ordinarily expect that simple extension and expansion of existing procedures is all that is needed to solve the problem at hand. Institutional blinders tend to restrict the development of innovative solutions, and the clash of interests tends to result in mutual vetoing operations. ...Since most institutions are already multifunctional, use of the (inter-institution) linkage model tends to produce a giantized version, a linked system in which each partner institution tends to retain all its old functions and to compete with other partner institutions for scarce resources. *The likelihood of close focus on a particular goal (in the teacher centre case, the development of teacher confidence and competence) tends to be obscured, blocked, or watered down amid a maze of competing goals,* (in this case, accreditation, certification, employment, salary advancement, product delivery, special educational services, and the like.)[28] (Emphasis added)

Most teachers' centers recognize that eventually they have to cope with governance issues, but they think that the structures evolved to balance the interests of teachers, central office administrators, colleges, and state departments, should be as different from those pervading traditional educational policy making, as the teachers' center values about teaching and learning are different from traditional instruction. A teachers' center's main stock in trade is its quality of "low energy access to trusted competence." It cannot accept structures of governance that would destroy that.

In Section 2 are descriptions of centers which have faced governance issues as priorities (for instance, the centers associated with Syracuse and Minnesota universities) and in ways which appear to have evolved into genuinely new and unique institutions rather than linkages of vested interests. These centers treat teachers' day-to-day practical needs as priorities also, and have gained a constituency of continuing participants who function as a resource exchange. These centers seem to demonstrate that concerns for teaching and concerns for governance are not necessarily contradictory.

The descriptions of centers also indicate that *separation* from universities or from school districts is not a pre-

requisite for creating trust among teacher participants. Many of these centers are the brain children of professors or of district administrators. But *independence* in conceiving and running programs for teachers is prerequisite. The capacity to respond almost immediately to teachers' needs and to respond in unforeseen, experimental, flexible ways--without going after a series of approvals from higher-ups--is prerequisite.

**Influences of Teachers' Centers**

A different perspective to take on the issue of professional independence is to consider it as a function of *scale*.

Embedded in the very ground from which teachers' centers have sprouted is the reality that they cannot be entirely independent. The citizen activist, do-it-yourself movement which has nourished teachers' centers also will demand to look at their results, in terms of the performance of teachers. The demand for "accountability" does not press only on teachers but on all professionals and purveyors of goods and services.

In a public education system citizens hold teachers to an obligation to carry out in a reasonable, consistent, and efficient way the public policy of education. It follows that, while it is generally more efficient for a relatively autonomous professional to make determinations of what is reasonable and consistent, on a case by case basis, a teacher cannot be allowed simply to hark to her own drummer. There is a delicate balance to be maintained between a teacher's obligation to the community--spelled out in federal law, state and local constitutions and codes--and her obligation to personal professional standards and values. Maintaining this balance becomes infinitely more difficult if the teacher is out of touch with her students' community. Distance deprives the teacher of the myriad bits of informal but essential data and supportive relationships she must have to inform her daily professional judgments. Some virtuoso teachers perform brilliantly at a distance, following their own firm intent and intuiting somehow what they must know about community. But an ordinary teacher who must work without communication with her students' parents dares to be little more than a technician following the rulebooks provided by administrators whose magisterial powers are meant to protect the teacher from meddling parents and the parents from incompetent teachers.

By the same token, an ordinary teacher who is enabled to teach within the context of community consensus and support, can perform at a professional level to both her own and parents' satisfaction. Tensions and frustrations of American public education notwithstanding, there are thousands of teachers in hundreds of communities who do perform this way. And there is anecdotal evidence in almost every community and every parent's and teacher's experience that what is needed to correct the fundamental imbalances in schooling is not bigger and bigger arenas for policy making (and not just slightly smaller arenas--as in big-city schools decentralization experiments) but much, much smaller arenas where experience and opinions can be exchanged and decisions can be made mutually.

Can Americans really be persuaded to believe that smaller is better?

*A Smaller Arena*

The need for a small arena in which to make decisions about inservice is implicit in the structure and constituency (both teachers and parents) of most teachers' centers. The need is expressed explicitly wherever parents voice their demand to make choices about the instructional approach used in their children's school, because programs to give parents alternative choices, within a school or within a public system, result in the teacher having to pursue inservice in the context of parents' choices.

The attempt to preserve autonomy and flexibility in decision making by teachers within the context of parent choice is the outstanding characteristic of the Minneapolis/University of Minnesota Teacher Center, which is described in Section 2. It began as a teachers and parents board disbursing inservice moneys for teachers in a cluster of five public alternative schools in Southeast Minneapolis (an Experimental Schools Project, NIE). Now several new centers are being formed in other Minneapolis areas. They give teachers say over the use of staff development moneys, but their choices are made in the context of a governance structure which also gives parents participation in decisions about the teaching program in their children's school. The arena of governance was made small on purpose: so that teachers and parents would have person to person access to each other; could learn to respect and trust each others' judgment, abilities, and needs; and could make decisions about their own arena that would not have to be subject to higher administrative review.

The school district administration and the University's college of education also are parties to the governance structure, but their roles are defined so that administrators are as much instructed by parents and teachers as instructing them.

The crucial importance of small scale to policy making in a democracy is experienced in so many other aspects of American public life that it seems incumbent on school policy makers to look at experiences of other departments of government. An elementary inference having to do with teacher renewal can be drawn. Because in public schools expanding scale so drastically shrinks chances for person-to-person interchange about decisions, it seems vital to make a distinction between the staff *training* that can be accomplished on a system-wide scale and the staff *development* that can be achieved in a small setting.

*Replicating Teachers' Centers*

Now may be the opportune time for those worriers about schools who have been disillusioned with the "breakthrough" projects, to look with interest at teachers' centers. Perhaps they are arenas sufficiently modest in proportion and grass roots in population to get a grip on fundamental issues which must, after all is said and done, be dealt with on a person-to-person level.

Centers have shown success on a number of issues-related tasks, some centers taking on just one, others many: they include providing practical inservice and a setting for teachers' professional exchange; helping parents to participate in classrooms; bringing parents and teachers together to plan new designs in instruction; bringing principals and teachers together; refreshing and inventing curriculum materials; providing a setting for college of education faculty and practicing teachers to cooperate in revision of teacher preparation requirements; bringing together university researchers and teachers to extend each others' understandings of children's learning.

Teachers' centers do not start out by trying to orchestrate a lot of these tasks all at once. They take on a few tasks they think they can do. That accomplished, a center may go on to another. Or a center may be frustrated in an initial task, such as improving classroom practice widely in a school, and thus take on another aspect of the educational scene--principal, or parents--or seek help from a college professor. This exigent characteristic in the tasks a center undertakes, in company with the improvisa-

tional quality of the organizational forms the center evolves, make it difficult for outsiders to analyze an established center's experience into separate components--or even stages of a process--which might constitute a model for building a center in another place.

People in teachers' centers try to dissuade newcomers from thinking of a center as a model for change and encourage them instead to conceive of it as a place and people with specific purposes. If you are looking for an additive or a panacea to package and market to masses of anemic teachers, a teachers' center is the wrong place. If you would try to divest a center of its personality--its people, place, time, problems--and get down to its generalized basics in order to replicate it, give up. The basics of a teachers' center *are* its personality--leadership, followership, grass-roots idiosyncracies. Any new center must start with its own. Trying to abstract and segment someone else's experience, you will lose their essence--and not find your own.

Such cautioning suggests that teachers' centers may have a very short future indeed. Perhaps so. But looking back on how much interest they have aroused in a short time, you can also wonder whether there may be broad undercurrents in education that will carry them farther than can be predicted now. It seems to us that the teachers' center movement has reached a juncture at which further progress depends on the growth of the idea both in conceptualization and in influence upon people and institutions. In conceptualization, centers seem to express a need to move their programming in two ways in order to keep their idea fresh: toward meeting more conventionally defined needs of teachers whose priorities for children remain largely basic skills, and also toward deepening and extening the learning of teachers who have already experienced the nitty gritty aspects of teachers' center activity and now look for more long-range, theoretical learning.

As educators in teachers' centers have not been entirely in control of their development to date, so other influences outside centers may spur and shape their future growth in ways and to an extent that cannot be forecast now. Where schooling continues in the model of retailing knowledge or of engineered educational systems, teachers' centers will have little to contribute in the long run. But where communities and teachers together collaborate to suit schooling to children instead of the other way around, teachers' centers have prospects to survive and thrive.

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   Hein, George E. *An Open Education Perspective on Evaluation.*
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# Section 2
# Describing Centers

The collection of descriptions that follows is not represented as *the* exemplary group of teachers' centers, in terms of originality of concept, effectiveness in accomplishing purposes, or richness of communication with other centers. We have learned about other centers which are interesting on all these counts or for other reasons, but have not included all of them here simply because we could not prepare a comprehensive volume in time for publication this spring. Descriptions of other centers will appear in our second volume.

When we decided to write descriptions that could be reflected upon, rather than to compile a comprehensive directory, we selected centers that would illustrate a variety of programming approaches, settings, sizes, sources of support, and forms of governance. Yet we have deliberately not sorted our descriptions into categories. Several classifications come to mind: for instance, "open education advisories, active-learning math and science workshop centers, collaboratives for change"; or, using another set of attributes, "independent centers, university based centers, school-district, inservice centers." The difficulty with such sorting is that teachers' centers are fluid, constantly changing institutions that resist labels. How any center is categorized can depend upon when you visit, whom you talk to, and which of many characterizing features you select as most relevant.

**No Models Here**

In writing descriptions of these teachers' centers, we have kept in mind that each is itself an information and resource network. It has been assembled by trial and error, by gradual adding-on and subtracting, and not by design,

except that the center should be capable of being tapped quickly and easily--because trustingly--by teachers with pressing local needs. Look among these descriptions for ideas and for insights or diagnostic questions to pose about your own local situation, but don't search for a model to copy. Model thinking too often leads the innovator to overlook or reject fruitful *ideas* for starting points, on the grounds that the *product* under inspection will not sell in his home market. Worse, model thinking sometimes leads to the importation of a product the natives don't understand or value. Model thinking can be just as wasteful for the model itself, suggests Brenda Engel of the Greater Boston Teachers' Center. When the admiring visitors judge that the fruits of organization's labors are ripe, pluckable, and exportable, the organization tends to freeze and stop its own growth. For these reasons we have written each description using a common format, the subheadings of which are phrased to stimulate readers' thinking about adapting and improvising, not copying.

**What the Descriptions of Centers Can Tell You**

The first subsection in each description is called "What Goes On." It is intended to indicate the content of the programs and services carried on by a center; in effect, the curriculum of the center. "What Goes On" is elaborated in the final section, "Glimpses of Programs," which sets forth for more detailed study examples of typical (in 1975) workshops, courses, and services. "Glimpses" is placed at the end of each entry because it is optional--meant for the reader who wants to get a feel for programs in a particular center.

The second subsection explains "For What Purposes" a center was founded and continues its work. There is documentation here for the hypothesis that informal, spontaneous networking among teachers' centers arises from common premises.

"Scope" suggests geographical coverage and grade level of teachers served. (Several centers which began with mainly primary constituency now reach up to intermediate and junior high.) The subsection indicates whether parents, administrators, and preservice students also participate. There is little documentation here of numbers of participants, although most centers do carry out such studies and several have published them (for instance, the Advisory and Learning Exchange in Washington, the Workshop Center for Open Education at CCNY, and the Teacher Curriculum Workshop Center in Chicago). We have slipped over participation figures, not with an air of magnanimous vagueness, but

from acknowledgement of our inability to provide readers with any meaningful key to what the figures would mean. Numbers are not meaningful unless they are linked to staffing levels, levels of funding, hours programs are held, where programs are held, fees for programs, funds spent on promotion, basis on which teachers attend (as volunteers, on release time, for graduate or district advancement credit?). These factors are unique in each center, and we do not have resources to gather the data or design the instruments that could make participation figures comparable. This seems a useful task for a future researcher.

"Basis for Participation" tells whether teachers and others come to the center on their own time or on release time, in groups (for instance, a school staff with principal) or as individuals, whether they pay fees or their school district pays for services, whether participants earn inservice or graduate credit, etc.

"Setting" describes geographical location of the center in its city, providing some clues as to how to get there, and tells what physical facilities are available.

"Staff" gives the names of center personnel and usually their job titles and subject matter specialties (but not always: some centers do not designate differences in jobs). We try to indicate whether staff are full-time, part-time, or volunteer, but this information has not always been at hand. Many staffs are combinations of full and part-time workers, all of whom are responsibly involved in program decisions. The staffing lists given here are current as of spring 1975 but are likely to change by fall 1975. We have indicated the previous professional experience of staff members--"former elementary teacher (St. Louis public schools)"--where we have had this information. Almost all centers use classroom teachers who have been participants to teach workshops; they also bring in specialist teachers to supplement instruction by staff. In several centers the staff are only coordinators; all instruction is free lance; some of it volunteered.

The "Style" subsection quotes or paraphrases staff's words about how it views the teaching/learning process for teachers as well as for children; why they choose the kinds of workshops or courses they offer; how they want teachers to regard the center. In this section as well as in the "Purposes" section we have aimed to underline the challenge which many centers pose to conventional inservice programs and the basic premises about teachers which activate program and service.

"Origins" is a thumbnail history of the center, noting important influences by people or previous projects. Reading several of these sections, one can spot the influence of the curriculum reforms of the 1960's, especially the Elementary Science Study and Madison Project mathematics. The open education movement (with roots in both English "infant schools" and American progressive education) is also a major stimulus; so are school-district mandates for desegregation, heterogeneous and nongraded grouping, and bilingual-multicultural curricula.

It is striking that so few of the centers described here attribute origins to British teachers' centers, because it is widely assumed that these have been primary inspirations. Much more often, American founders of teachers' centers have mentioned the influence of the British conception of the role of the *advisor*--a pragmatic, roll-up-the-sleeves helper in the classroom, improvisor of rich but inexpensive and informal curriculum materials, and exchanger of workable ideas among teachers. The dearth of references to British centers as stimuli does not seem so remarkable when it is remembered that the projects which centers leaders do mention as stimuli, such as the Elementary Science Study, were themselves influenced by English consultants like Edith Biggs and Leonard Seelye, who were among the initiators of British teachers' centers. Also, we may simply not have inquired probingly enough about American centers' roots or the influence on them from England. People who have improvised centers from scratch are less likely to sort out and cite their sources than are people who build from models.

As other studies* have noted, there is another large group of teacher centers which stem primarily from school district/college/state department collaboration for preservice and inservice instruction. These are the primary origins of the Minneapolis/University of Minnesota Teacher Center and the West Genesee/Marcellus/Syracuse University Teaching Center, both included in this collection. These descriptions suggest that centers stemming from such sources can hold premises in common with centers springing from nonestablishmentarian sources.

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*Schmieder, Allen A. and Sam J. Yarger. *Teaching Centers: Toward the State of the Scene*. Washington, D.C.: American Association of Colleges for Teacher Education, November 1974. Also by the same authors, "Thematic Section on Teacher/Teaching Centers." *Journal of Teacher Education*, 25 (1), Spring 1974.



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"Organization, Management, Funding" combines information that is often sketchy about the organizational status or institutional environment of centers--independence as a nonprofit corporation, residence within a university or a department of a local education agency or a regional agency. We have not included budget figures, amounts of grants or similar hard data about money (for the same reasons we do not include participation figures: we do not have the means to interpret them). The substantial dependence of centers on multiple funding sources, including "soft money," is indicated here. This dependence is one reason that some observers predict the genus teachers' center will simply fade away. As the readiest measure for preservation appears to be institutionalization within a school district inservice department or a college of education, we have tried to indicate in this section the manner in which a center makes decisions about overall policy and specific programs. This information may be a beginning for discussions which are urgently needed among centers and center supporters about forms of subsidy that do not destroy a center's credibility of belonging to teachers rather than to "the system." The present fiscal dilemma of some centers is the stuff of melodrama, as they judge that joining the system would be a fate equal to if not worse than death. In this section there are some hopeful signs that the situation is not always that extreme: a number of centers co-exist on mutually respectful and even mutually helpful terms with the establishment. These do seem to be cases in which the establishment shares with a center's leadership the basic premise stated in Section 1 about teacher-initiated growth.

"Topics for Exchanges" presents both subjects on which a center can give assistance to others and subjects about which it is looking for information, ideas, or consultant help.

"Publications" is a list of publications of a center, of its staff, or about a center.

**What Centers May Signify to You**

It has not been easy to start teachers' centers. It is not proving to be easy to keep them alive. So their mere survival shows a quality of determination and persistence in center leadership that appears to stem from personal belief--the basic premises stated in Section 1--rather than from institutional obligation. Centers' physical appearances reinforce this impression: many centers demonstrate a high order of originality and ingenuity in

design, uncommon economy and efficiency in organization of time and space. All of these characteristics bespeak not only volunteered blood, sweat, and tears, but also long practical experience and careful thought about that experience.

We have aimed to throw light on centers' conviction and experience in the way in which we have written descriptions. From these descriptions we wish the reader to see several ways that many centers are similar; to notice how each is unique; and to discover what centers can offer each other. But also we intend that a reader interested in centers but unfamiliar with them should wonder in the context of his or her own professional experience what the emergence of so many centers signifies. As an alternative social institution, new and still vulnerable, a teachers' center is worth study not only in terms of its chances to join the mainstream tomorrow but in terms of its challenge to the mainstream today. Having insisted on--if not belabored--a conception of our experience as *exploring*, we think our proper function here is to sketch what we've seen and point out pathways for your own investigation.

**Advisory Center for the Improvement of Education**
**School District of Philadelphia**

**Coulter and Morris Streets**
**Philadelphia, Pennsylvania 19144**
**Edith Klausner and Marie Tervalon, Coordinators**

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**Initial Inquiries**
Edith Klausner or Gib Henderson, (215) 849-7149

**Descriptive Literature**
Facts and photos brochure. Current Newsletters (published every six weeks with program information) for $1 to people outside Philadelphia.

**Visiting Times**
For people outside Philadelphia school district, Wednesdays, 9 to 5:30 by appointment only, after reading descriptive materials. Center hours: Wednesdays 3:30-5:50, Thursdays 3:30-8:30, Saturdays 9:30-12:20.

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## What Goes On

Philadelphia public school teachers, day care personnel, and parents (and teachers from suburban and private schools which contract for Center services) take after-school, evening, and Saturday workshops in crafts, active-learning math and science, music, movement, and language arts. Some of them design and build games and furniture to informalize their classrooms, using triwall, wood, and recycled materials.

Principals and supervising teachers bring teachers for daytime whole-staff workshops tailored to teachers' needs, after which participants take what they make back to their schools. Teachers experienced in open classroom practice join after-school seminars observing and responding to children's reading needs and other critical classroom issues.

Teachers in the Follow Through program sponsored by Education Development Center (Newton, Mass.) take inservice training and Follow Through advisors work in the Center. Parents Action Committees from Follow Through schools meet, plan, work with teachers, and take workshops which

interest them. Children may come to the Center and work alongside a parent or teacher.

## For What Purposes:

To encourage "an exchange of ideas, allow for trial and error, support all genuine effort." To offer resources--materials and educational advisors--for "creating learning environments sensitive to the needs, talents and styles of children and teachers." To "erase the line between teacher and learner" and bring together for mutual work advisors, teachers, administrators, parents. To delve deeper into thought about the connections between *how* children learn and *what* is provided in the classroom environment.

## Scope

Public schools teachers, administrators, parents throughout Philadelphia; four neighboring suburban school districts; Friends Schools; and Title IV-A day care centers in Philadelphia. Primarily elementary and preschool; working toward middle school and junior high.

## Basis for Participation

After-school and evening participation is by volunteering own time. Participation during the day is on release-time basis for Follow Through staff and for teachers who gain principal's authorization or who come as a staff group. There is no charge to Philadelphia School District personnel. Other groups or school districts contract for services on a yearly basis. Inservice or college credit is not available at this time.

## Setting

The former Keyser School, built in 1895 in the Germantown area of Philadelphia, houses teacher-learning and resource areas for language arts, math, science, photography, creative arts; a wood and triwall shop; darkroom; library of professional and children's literature; curriculum construction work room; recycle stockroom.

## Staff

Most staff members are former classroom teachers.

*Lillian Barbour*, EDC Follow Through classroom advisor.

*Lora Haus*, photography and visual arts advisor.
*Gib Henderson*, recycled materials advisor, assistant Center coordinator.
*Mary Joyce*, mathematics consultant.
*Randolph Newton*, art and ceramics advisor.
*Edith Klausner*, Center coordinator, language arts advisor.
*Carl Rowan*, custodian.
*Vivian Schatz*, EDC Follow Through science advisor.
*Marie Tervalon*, Center coordinator and EDC Follow Through liaison assistant.
*Julia Tillson*, secretary and librarian.
*Peter Wood*, triwall carpentry and woodwork advisor.

## Style

"People who come on their own are the backbone of the center." It was founded to try to capture the spirit of residential workshops in which teachers both live together and work together, of informal, voluntary evening seminars by Madison math teachers working with university mathematicians; of teachers' lunch-time exchanges of materials and experiences: "a place for us to get together and hash out and try things without being threatened; a place where a teacher *can* make a mistake, where first-year and ten-year-experienced teachers can help each other"; a place where parents are welcomed as co-learners with teachers and encouraged to participate in and formulate their own values for schooling, values which take into account more than achievement test scores and grades.

## Origins

In 1969 Ernestine Rouse, District Six EDC Follow Through coordinator, expanded her lunch-time meetings with Follow Through parents and teachers into afternoons, evenings, and Saturdays; a principal procured space in a school-district-owned house across the street from one of the schools. As interest grew, workshops moved into an abandoned fire house. In 1970, with the strong support of Dr. Bernard G. Kelner, superintendent of District Six, the Center moved into the current facility, an empty school. Organization of the space and programming was patterned on the learning setting and activities at EDC Follow Through headquarters in Newton, Mass. EDC advisors George Hein, David Armington, and Rosemary Williams assisted by procuring "seed" funding from the Sachem Foundation and by evolving programs to serve Follow Through parents, teachers, and paraprofessionals. But from the beginning, the Center served all who were interested in attending, and

there was an excellent mix of people from a variety of city, suburban, public, and private schools. In fall 1972, foundation funding was replaced by funds supplied through the operating budget of the School District of Philadelphia. Strong support voiced by teachers and parents within the community helped bring this about., Follow Through support continued and a group of suburban and private schools made formal contractual agreements for participation.

## Organization, Management, Funding

The Advisory Center is part of the School District of Philadelphia. Education Development Center has a contractual agreement with the school district to act as fiscal agent for the Center. EDC Follow Through continues its staff support: Advisors from Newton make regular teaching visits to the Center, and two local advisors assigned to the Follow Through schools also teach at the Center. Additional support comes from three suburban school districts, a group of Friends schools, and day care services, all of whom contract for specific workshop participation. Management is shared by many staff members, but responsibility for total program, budget, and staffing rests with the two coordinators and the school district. Decisions regarding program are made only in consultation with the various staff, EDC Follow Through advisors, teachers, parents. A strong commitment is to be responsive to expressed and demonstrated needs of participants.

## Topics for Exchanges

Advisors and teachers have begun to explore the observation and documentation of children and classrooms and with to continue this informal research as a means of staff development and as a possible alternative approach to evaluation. Language development and children's reading is another in-depth study teachers are planning. Support of all teachers means continuing to expand alternatives for learning at the Center; this means staff wants to keep on learning too. Reaching out to middle school and junior high teachers, as well as to art teachers, is another route being followed.

## Publications

Advisory Center newsletter and calendar. $1.00 for one school year.

*Report of the Advisory Center for the Improvement of Education.* January 1975.

# Glimpses of Programs

*In addition to programming like that below (quoted directly but not in full from Center newsletters), the Center is open all day Wednesday by appointment. Teachers arrange with principals to attend on an "Observation Day." These are release-time days (2 per year) available to all area teachers.*

SPECIAL WORKSHOPS

Art For Art Teachers Joyce will present effective lessons to use with the new scheduling. Share your favorite lesson. 1/16 JOYCE BROWN

Attribute Games Pre-registration required. Use attribute blocks and a variety of teacher-made materials to stimulate problem solving classification, pattern recognition and basic skills. This session is designed both for those experienced with attribute games and for those with no previous experience. 2/1 BOB BERNSTEIN

Bookmaking A display of books made by children. 2/21 DEBBIE JASNER

Ceramics and Pottery Experiment with the potter's wheel and other simple techniques. Wednesdays. ELLEN REESE, RANDY NEWTON

Critical Issues Teaching and Learning in Today's Classroom. Ernestine will help teachers who wish to examine basic beliefs and related practices with regard to teaching and learning. It will be up to the group to identify issues of concern. Ernestine will lead "Staffing" sessions, recommend related reading and simple research procedures which teachers can carry out themselves. 1/9, 1/16, 1/20, 2/13 ERNESTINE ROUSE

Film Developing And Printing For Beginners Bring an exposed roll of black and white film. You must register by calling our office. Plan to attend both sessions. 2/1, 2/8 LORA HAUS

Growing Plants In The Classroom Sprouting seeds, plants to eat, plants that flower, plants that grow like Jack's beanstalk. 1/11, 1/16 VIVIAN SCHATZ

How Are Your Metrics Prepare yourselves and your children for the charge to the metric system. 1/29 MARY JOYCE

How To Take Pictures Discussion of the mechanics of taking pictures (proper film settings for different light, etc.). Demonstration and discussion of what makes a picture interesting. Workshop content will be adaptable for working with kids. Bring pictures you've taken. 2/19 LORA HAUS

Meeting Emotional And Cognitive Needs All teachers know children who are angry, withdrawn, immature, disturbed, hyperactive. These children and their teachers need help in managing day to day situations and in bringing out the interests and talents so often hidden behind disturbing behavior.

Join Barbara, who has had extensive experience with such children from preschool, elementary and middle grades. Emphasis will be on the use of expressive materials such as paint, printing, construction, puppetry, sculpture and weaving. 2/6 BARBARA BUCHAN

Math For Middle Schools
3:30-5:30 Wednesday, February 26

There is usually a wide range of mathematical understanding among 5th to 8th graders. Some are right with it, some have gotten lost early in the basic skill area and are now ready to catch up.

Mary Joyce, our math consultant, will help you assess where to begin with individual students, then proceed to extending understanding and reinforcing basic skills with games and activities.

Weaving
There will be a display of children's weaving on Thursday, March 13. We will begin a weaving series on Thursday, April 3, from 4:00-7:00. Please call or stop by to sign up.

Weaving is an activity that very young children can attend to for long periods. Children can continue to weave on more and more involved levels as they get older. They learn as they weave--at first noticing that fat threads fill space faster than thin threads; later, learning to problem solve and learning about shapes, patterns and design. Grown-ups also like to weave and can learn from weaving. Jessie Agre, an experienced open classroom teacher, now teaching at Powel School, will offer weaving techniques that are satisfying for adults and applicable for work with children.

Visual and Language Arts
Thursday, April 10 from 4:00-8:00 Sam Cornish, noted poet and EDC Follow Through Advisor from Newton, Mass. has worked with teachers in Fulton, Kelly and Wister Schools for the past five years.

Sam will display photographs he has taken and also use music and poetry to show how teachers and parents can help enrich children's language and written experiences. Also included will be ideas for where to find and select pictures and for using the camera as a means of expression.

Science
People who attended Vivian Schatz's seed workshop in January can stop by to see the two-square-foot farm in the science room. Vivian, in her fourth year as science specialist at the Center, is offering the following workshops: PLANT PROPAGATION, 9:30-12:30, Saturday, March 1. Easy-to-grow plants. Please bring plants you would like to trim or cuttings you would like to share. HOW TO TAKE A ROCK WALK AROUND YOUR SCHOOL, Saturday, April 5. After the snow melts, before the leaves come out, rocks are fascinating to children. Meet at the Center dressed for walking at 9:30.

*The above two- to four-hour after-school and Saturday workshops were drawn from the Center's January 8 through February 22 and February 26 through April 12, 1975 calendars. Some courses were led by staff, others by classroom teachers, participants in the Center.*

RECYCLED MATERIAL
As usual we have a variety of papers for bookmaking and art projects, die-cut shapes and chips for making games or math teaching aids, styrofoam for art projects, as well as fabric and leather. We have billboard posters for collage or unusual painting. There are also carpet strips available for making rugs in reading, block building or group meeting areas.

**The Advisory and Learning Exchange**
**Washington, D.C.**

**1133 15th Street, Northwest**
**Washington, D.C. 20005**
**Olive Covington, Director**

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**Initial Inquiries**
Pat Deans, (202) 872-1220

**Descriptive Literature**
Newsletter.

**Visiting Times**
During open hours: Monday-Thursday 8:30-9:30; Friday 8:30-5; Saturday 9:30-1:30.

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## What Goes On

Teachers and parents take workshops--single sessions or series--in math, science, language, arts and crafts, social studies, and explorations of community resources. They make materials to use with children, exchange classroom problems and solutions, join seminars on subjects such as Piaget, bilingual education, and learning disabilities. They borrow or buy books, records, curriculum materials, learning games, math manipulatives, and environmental science apparatus--all available in the Advisory's resource room and store. Principals are helped to sort out from the tangle of inner-city school problems those that they can influence, and then are helped to work at those problems by increasing the flow of information and the participants in decision making among school staff. Advisory staff and participants answer calls for ideas or expertise, connecting those in need with resource people and places within D.C. and beyond.

## For What Purposes

"To encourage, organize, connect, and facilitate learning ...for persons committed to their own growth as well as that of children....To serve these people wherever they are, at whatever level they function, and in whatever role. To help people broaden their perspectives about schooling."

To organize or facilitate exchanges of expertise and ideas among teachers, administrators, parents; among inner-city and suburban, public and private school people.

## Scope

Teachers, parents, aides, and administrators in D.C. and suburban public and private schools: preschool and day care, elementary, and junior high levels. As many as 300 participants a week log in at ALE. "Generally we view ourselves as supporting D.C. public school people first, but we think it is important to keep fertilization going between urban and suburban, public and private school people." College students also participate.

## Basis for Participation

Most teacher participants attend ALE workshops in the evening on their own time. ALE daytime programs (fewer in number than the evening workshops) can be attended on a release-time basis, as D.C. public school teachers receive three inservice leave days per year. Workshops are free except for a materials fee, though ALE requests a minimum yearly contribution of $10 from "everyone who receives our newsletter, attends our workshops, or believes in what we are doing." Long-term, on-site advisory services to a whole school staff are provided through contracts or grants, and teacher participation in resultant programs is on release-time basis.

## Setting

ALE's ground-floor suite is behind the lobby in a downtown office building on 15th between L and M, across from the *Washington Post*. The space provides math, science, and language workshop areas, a library and resource room, a cardboard carpentry and arts-crafts studio, a store, and a staff office. "Because participants repeatedly have told us they prefer evening workshops, we choose to be in a well-lighted, busy, downtown neighborhood. We also think this location makes teachers feel more connected with the rest of the world; thus we help to combat the isolation of teaching."

## Staff

*Olive Covington*, director; former elementary teacher and D.C. Innovation Team member.
*Mary Alexander*, language arts; former elementary teacher

and D.C. Innovation Team member.
*Betty Atherton* (part-time), resource coordinator, teacher at Kingsbury Laboratory School (learning-disabled children).
*Cathy Camp*, ALE's project, Building a Network of Mutual Self Help and Support in Three Junior High Schools, NIE's School Capacity for Problem Solving Group; former associate director of D.C. bilingual program.
*Sai Chiang* (Saturdays), student librarian.
*Pat Deans*, administrative assistant.
*Margaret Dickman*, science materials coordinator, community volunteer.
*Ralph Faust*, triwall carpentry, arts-crafts.
*Lila Hochberg*, arts-crafts; former public school art teacher (New York).
*Andrea Irby* (part-time), open education specialist, elementary teacher D.C. public schools.
*Charito Kruvant*, day care, early childhood, and bilingual education; former bilingual curriculum developer (Georgetown University).
*Hazel Onunkwo*, ALE's project, Building a Netword of Mutual Self Help and Support in Three Junior High Schools, NIE's School Capacity for Problem Solving Group.
*Cammy Peterson*, math, Newsletter editor; former elementary public school teacher (Newton, Mass.), and member of Man: A Course of Study development team.
*Cynthia Poole* (evenings), D.C. elementary teacher.
*Eliana Roman* (evenings), bilingual education, D.C. teacher.
*Miriam Ross*, library, community resources, and communications desk.
*Diane Trister* (part-time), early childhood education.
*Bonnie Willette* (part-time), audiovisual media.

## Style

"We define everybody as both teacher and learner. We make no significant distinctions between professional and non-professional. The individual, not the institution, is our concern. We are a connecting agency working inside and outside the system but independent of it. We are not trying to change the system--we do not have the resources to do that--but rather to help individuals grow. We build on the people who *choose* to come because we believe they are the growth points so often left without support. We teach a style of leadership which consists in empowering others rather than increasing the leaders power."

"We seldom advertise that we are doing 'open education', nor do we hide it; it's there. We advocate that the



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teacher look at alternatives and then come up with her own style. We go down against panaceas of any kind. We observe that people advocating more classroom choices for children frequently fail to give teachers significant choices, so we try hard to model *trusting* and helping learners to choose and to integrate."

*Learning Exchange* connotes the founders' confidence that people don't have to learn from experts, that they can use each other. "We work against the tendency to look outside and upwards for answers instead of inward and to the group's resources. As important as the content of our workshops is the fact that by participating in them people get connected."

## Origins

In summer 1966 the D.C. school district began decentralization and renewal of inner-city schools through the Model Schools Division in the Cardozo neighborhood. Teachers in Cardozo area schools took six-week workshops in one of four new curriculum programs: Madison Project mathematics, Bank Street reading, Senesh[illegible]al studies, or Elementary Science Study. ESS develope[illegible]d by Mary Lela Sherburne continued to work with Cardozo teachers throughout the 1966-67 school year, and some participants in the summer workshop became ESS teachers for their Cardozo area colleagues in summer 1967.

Going beyond science, this group became the Model Schools Innovation Team, sponsored by Education Development Center. They worked in classrooms helping teachers enrich and informalize curriculum. In 1970 the Innovation Team was disbanded as a result of changes in national funding. Team members Mary Lela Sherburne, Olive Covington, Mary Alexander, and LaVerne Ford planned a summer workshop in open education to carry on the team's style, and they sought Meyer Foundation support. At the same time, Meyer received a request for a "Leicestershire-style" workshop from a group of D.C. independent schools. The two requesting groups came together in a summer program led by two teachers from England and two Innovation Team members. Participants concluded their summer by asking for a mechanism to stay in touch with each other.

The Advisory was formed as a project of an independent non-profit corporation (Associates for Renewal in Education) and opened its doors in October 1971 with a planning workshop of 40 people. ALE gained financial support from the

Ford, Meyer, Strong, and New World Foundations, and from the D.C. public schools, which contributed two full-time people to the staff.

## Organization, Management, Funding

The Advisory is a project of Associates for Renewal in Education (ARE), a public charity which has from time to time sponsored other projects for educational change in D.C. Its major effort, however, is the Advisory. Mary Lela Sherburne is president of ARE. Olive Covington, ALE's director, is on ARE's board, which meets bimonthly. Decisions about ALE programs are made by its staff on the basis of participant response to workshops, volume of telephone requests and questions, and staff knowledge of new mandates in the school district. ALE is currently funded by Meyer, Ford, New World, Strong, and Cafritz Foundations. It has also received grants from the Third World Foundation (San Francisco). An NIE contract funds the Advisory's work in three D.C. junior high schools, and work in another is funded under a contract with the D.C. public schools. Independent status is deemed essential for survival of ALE's style, so they have responded to school district's requests for help, at the same time resisting incorporation into the system.

## Topics for Exchanges

Instruction in day care centers. Bilingual (Spanish) education. Middle schools. Development of children's moral values. Publication of curriculum materials developed by participants. Teachers' curriculum design using audio-visual media and media artists. Leadership development; information-and-decision-sharing among principals and administrative staffs.

## Publications

*Newsletter.* Advisory and Learning Exchange. Approximately monthly, $10 a year.

Kaya, Esin and Ruth Hyman. *An Evaluation and Description of the Advisory and Learning Exchange, 1973-1974.* Advisory and Learning Exchange, 1974. A report of a participants' survey and program evaluation by the Bureau of Educational Evaluation of Hofstra University, New York.

Herold, Persis. *Base 10 Workbook.* Advisory and Learning Exchange, 1975, $1.50.

# Glimpses of Programs

"Some people use our Newsletter as a workshop in itself--that is, they use it to identify concerns, issues, consultants, schools to visit, books to read, museum happenings that provide beyond-the-school opportunities. We try to state the nugget of each workshop in our announcement of it, to express a value statement of why we've chosen to offer it."

*The following schedule from the March-April Newsletter includes full "nugget" descriptions of only a few workshops.*

MARCH 1975
Monday, 10th
Jambo Jambo! Folk songs of Tanzania and Kenya with Ella Jenkins. 10-2.
Nutrition & Young Children with Maria Eugenia Hidalgo. 7:30-9:30.

Tuesday, 11th
Racism and Sexism with Andrew Griffin. 7:30-9:30.
Art as Therapy with Patty Rossiter. 7:30-9:30.

Wednesday, 12th
Profile of a Good Kindergarten with Jane Gold. 7:30-9:30.
Functional Reading for Urban Youth. 7:30-9:30. One of the Advisory's most recent contacts is Portia Shields, Ph.D., Assistant Professor in the Education Department at Howard University, a reading specialist and a native Washingtonian. Dr. Shields believes that neither pity nor understanding will make readers of children who live in the inner cooridors, nor are radical changes in methods and materials necessary. Instead, she believes that we should introduce concerns relevant to the youngsters and capitalize on the many positive experiences the city offers.

Thursday, 13th
Transcendental Meditation with Shirley McNeil. 7:30-9:30.
Math Thinking Skills. Session 1 with Pam Richmond and Cemmy Peterson. 7:30-9:30.

Saturday, 15th
Making Math Games with Sue Hollis. 9:30-noon.

Tuesday, 18th
Needlepoint: Designing with Yarn and Mesh (adults and children) with Beverly Ringel. 7:30-9:30.
Learning Disabilities. Session 1, 7:30-9:30. As teachers and parents, we watch children develop and are puzzled over behaviors which deviate substantially from normal patterns. We wonder: are these manifestations of a disability or are they signs that the child is developing at a different pace from other youngsters? How should we handle the difficulty?
At these two sessions, BARBARA KIRKLAND, formerly with the Head Start Program, will provide background in the history of recognition of learning disabilities and discuss with you the characteristics of a learning disabled child. She will give you informal screening techniques and evaluation procedures. The second session will deal specifically with theories of learning disabilities in the areas of perceptual-motor skills, language and cognitive skills, and social skills. While discussing the theories,

Ms. Kirkland will offer suggestions for teaching children with these difficulties.

Wednesday, 19th
Math Understanding Using Manipulatives via "Creative Publications" with Maggie Holler. 7:30-9:30.

Thursday, 20th
Math Thinking Skills. Session 2, 7:30-9:30.

Monday, 24th
Improvisation. 7:30-9:30. Catherine Haddad, teacher at the new Fillmore School Resource Center, will offer a workshop in improvisation techniques, which are valuable tools, not just to be used during dramatic study, but for teaching subject areas.
Have you ever thought of enlivening your students' interests in museum visits through use of improvisation techniques? Cathy will share this and other ideas with you.

Tuesday, 25th
Learning Disabilities. Session 2, 7:30-9:30.
Paper Sculpture with David Stevens. 7:30-9:30.

Wednesday, 26th
Poetry Writing in the Classroom. How Do You Get Kids Started? with Mary Alexander. 7:30-9:30.

Thursday, 27th
Math Thinking Skills. Session 3, 7:30-9:30.

ADVISORY SERVICES
*A note from the February 1975 Newsletter.*

Open Education: Where Is It?
As teachers and administrators seek more open directions in educational practices, we attempt to support them. We try to listen carefully to what people say about their needs and to respond specifically to them.
At the present time, we have two courses being conducted in Open Education; one at Burrville Elementary School, Division Avenue and Hayes Street, N.W., and the other at Malcolm X Elementary School, 13th and Alabama Avenue, S.E. MARY ALEXANDER and ANDREA IRBY of the Advisory staff are conducting the sessions with the assistance of PAT GOODNIGHT of Eaton School.
During our involvement with the participants at both schools, we plan to assist them in the development of environments: physical, social and personal. We will discuss the "Open Education" movement: what it is all about, how it got started, where it is now, and projections about its future.

BUILDING A NETWORK OF MUTUAL SELF HELP AND SUPPORT IN THREE JUNIOR HIGH SCHOOLS
*Three-year, NIE funded project to help principals identify factors they can control in their school settings ("what frustrates and strips people is the feeling they cannot control anything"); help them examine administrative staff roles and rearrange them to match roles to people's talents; and help principals examine their own management styles, get feedback, distribute decision making.*

**Creative Teaching Centers**
**A Service of Creative Publications**

**1101 San Antonio Road**
**Mountain View, California 94043**
**William Toel, Director of Inservice**

**14105 Riverside Drive**
**Sherman Oaks, California 91403**
**Pat H. King, Coordinator**

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**Mountain View**

**Initial Inquiries**
Ann Roper or Bill Toel, (415) 968-1101

**Descriptive Literature**
Program flyer, Creative Publication's product catalog.

**Visiting Times**
During Center hours: Monday through Friday 9-5 by appointment with Ann Roper.

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**Sherman Oaks**

**Initial Inquiries**
Pat King, (213) 990-4840

**Descriptive Literature**
Program flyer, Creative Publication's product catalog.

**Visiting Times**
During Center hours: Tuesday through Friday 11-5, Saturday 9-4 by appointment with Pat King.

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## What Goes On

Both Center's have stores where parents and teachers may buy products designed by Creative Publications and other American or foreign educational publishers. Teachers attend afternoon, evening, and Saturday classes focusing on mathematics. At the Mountain View Center, teachers use cardboard carpentry tools, and xerox and laminating ma-

chines to make or reproduce curriculum materials, and hold meetings in the company's conference rooms. Staff hold small-group or one-to-one tutorial sessions for local students using their own curriculum materials. When invited, they give product demonstrations and workshops in nearby schools.

## For What Purposes

"To provide inservice programs, activities and other related services for educators. To provide an atmosphere in which teachers are stimulated to use their own creative talents in working with students. To foster ideas, materials, and teaching techniques consistent with current notions as to how children best learn mathematics.

To introduce educators to company mathematics products, and help teachers to use materials effectively. To reach teachers interested in improving their mathematics programs; we can show them new materials and technology that are available--and give them personal service and attention. When they need help, we can answer their questions."

## Scope

The Mountain View Center attracts elementary and secondary teachers from the entire San Francisco Bay Area. Center flyers are mailed to schools and individuals in the six Bay Area counties, most of the participants come from these counties. Sherman Oaks participants, elementary and secondary teachers, come from private, parochial, and public schools in the Los Angeles metropolitan area and from surrounding communities within 75 miles of the Center.

## Basis for Participation

All teachers within commuting distance of the Centers are welcome. Participation at both Centers is voluntary, as the Mountain View Center, average workshop fees are $12, although some are as high as $65. School districts occasionally cover costs of teacher attendance. Sherman Oaks participants pay between $6 and $12 for workshops. Both Centers offer a series of five to ten, free, one-hour demonstrations quarterly to familiarize participants with a variety of math materials and to assist teachers in developing strategies for using games and manipulative materials in classrooms. Sherman Oaks participants may earn inservice credits; participants at either Center may earn quarter units from the University of Santa Clara, a fee

$6 for each quarter unit is required in addition to the workshop fee.

## Setting

The Mountain View Creative Teaching Center is located in the midst of a new complex of one-story business offices along busy Highway 101, near Palo Alto, California. The Center contains the publisher's product development offices, the store, and a large meeting/workshop room.

The smaller Sherman Oaks Center is located in a suburban Los Angeles shopping center that also houses the neighborhood grocery store, pharmacy, and an import shop. Half of the space is a store where company materials are displayed and sold. The other half is furnished with tables, a comfortable sofa, and workshop materials. There is close freeway access and ample parking.

## Staff

Mountain View

*William Toel*, director of inservice, former elementary school teacher (Larkspur, California).
*Ann Roper*, assistant director, former elementary school teacher (Monterey and Sonoma Counties, California).

Sherman Oaks

*Pat King*, coordinator, consultant for the international Center for Educational Development and visiting faculty member, Pacific Oaks College, Pasadena; former elementary school teacher (Garden Grove, Fountain Valley, Thousand Oaks, California).

## Style

The focus of the Centers' programs is mathematics, although programs include a few workshops on topics such as child development and open education. At both locations, classes are taught by Center coordinators, local teachers and consultants, college faculty, and school-district math resource teachers. Although workshops often involve company products, many use ideas and materials developed by local teachers and workshop leaders.

At the Mountain View Center, courses range from 1 to 24 hours. Staff of the Mountain View Center do not espouse any one learning philosophy or type of educational program. At Sherman Oaks, courses are offered two nights a

week and on Saturday mornings. The coordinator, Pat King, is an open education consultant and teaches some workshops from this perspective; her aim, however, is "to present programs focused on developing sound teaching methods within *any* organizational structure."

## Origins

In 1968, Dale Seymour, president of Creative Publications, began the company by writing mathematics curriculum books and producing a few active-learning mathematics materials, which he sold out of his apartment. The company moved to its present site in 1972. The same year, company leaders decided to open a teachers' center and store in Mountain View, a block away from the main company, to "provide teachers an opportunity to examine Creative Publications products first hand, and an opportunity to learn about new materials and techniques for using them." In 1973 the Sherman Oaks Center was opened to serve teachers in southern California.

## Organization, Management, Funding

Both Centers are supported by Creative Publications, a commercial company that distributes a large selection of active-learning materials for mathematics education. Center coordinators determine course offerings and Center programming.

## Topics for Exchanges

Mathematics inservice education.

## Publications

Catalog, *Creative Publications Mathematics Curriculum Materials*. Published yearly, no charge. Contains descriptions of more than 600 items produced by the company and others; many are English imports.

# Glimpses of Programs

## Mountain View

*From Mountain View's Spring 1975 Newsletter.*

ENGLAND SUMMER MATH WORKSHOP

Creative Publications' Teaching Centers are sponsoring a math workshop to be held in England June 22-July 4, 1975. The major focus of the nine days will be on teaching math through experience stressing manipulation, verbalization and recording. Intended for teachers, math coordinators and administrators in elementary schools, the tour will include school visitations, vists to several Teacher Centers, field trips, and workshops on specific materials and math concepts.

For details regarding this workshop write to Creative Teaching Center, 1101 San Antonio Rd., Mtn. View, Ca. 94043 ATTENTION: Ms. Roper.

SPRING WORKSHOPS '75

An Action Math Lab For Teachers And Aides

Leader: Jack McLaughlin plus guest speakers. Tuesdays, April 8-May 27 6:30-9:30p.m.

Each session will provide:

1) "Live it" and "learn it" math lab experiences
2) Extension and construction options

Rather than just *talk* about math labs this course is a math lab for you to:

a) Feel a lab atmosphere
b) Experience materials through activities at stations
c) Use many materials to teach similar concepts
d) Make record keeping work *for* you
e) Evaluate progress
f) Adapt activities to suit *your* needs
g) Create job cards
h) Organize and operate your own math lab

Jack McLaughlin organized and operates the math lab program for Los Altos School District. This is a revision of a very successful fall course.

Grades: Elementary Fee: $60.00
Units: 3

Environments, Inventions and Pre-Operational Children

Leader: Dr. Evelyn Neufeld. Thursdays, April 10-May 29 3:30-6:30p.m.

Dr. Neufeld will explore Piagetian philosophy which relates to Early Childhood Education. Emphasis will be placed on manipulative materials such as games, blocks, pegs, puzzles and junk.

The instructor will present her opinions on room environment (both physical and emotional), grouping, releasing children to become more independent, textbooks, testing, and more. Ages: 4-9

Dr. Evelyn M. Neufeld is Professor of Elementary Education, California State University, San Jose. She is author of *Developing Number Experiences* and *Picture Graphs.*

Units: 3 Fee: $60.00

## Sherman Oaks

*From the Fall 1974 Calendar at the Sherman Oaks Center.*

Cooking-In-The-Classroom

Saturday, October 5 9:00-12:00

Recipe: Take some recipes for children. Sprinkle with metric measure-

ment. Break one myth about learning/ teaching. Add many ways to organize. Integrate the learning thoroughly. Internalize your experience.
Leader: Melba Knutsen, L. A. City teacher, has developed some exciting ideas for teaching math and language through cooking. $6.

Learning Centers In The Open Classroom
Tuesday, October 15 and 29 4:00-7:00
Basic information about setting up and using learning centers; organization, arrangement, and methods to extend and integrate learning based on children's interests and projects.
Leader: Ann Carrere, open teacher in Baldwin Hills for several years, currently teaching college extension. $15.

Math For Early Childhood
Thursdays, October 17, 24, 31 3:30-6:30
Three sessions devoted to exploring Piagetian theory and practice regarding how young children form math concepts. All sessions will focus on practical activities for the classroom.
Leader: Pat King, C.T.C. Coordinator. $15.

Measurement In Early Childhood
Saturday, October 19 9:00-12:00
Practical activities for involving young children in pre-standard measurement, including ideas and materials for beginning metric measurement.
Leader: Lee Jenkins, Math and Science coordinator for Fullerton Elem. District, and author of many publications and manipulative aids. $6.

Number Games And Patterns
Saturday, October 26 9:00-12:00
Simple to use games and activities which emphasize computational skills and stress locating patterns that eventually lead to functions and finite differences. (Grades 6-12)
Leader: Linda Silvey, teacher at Van Nuys Jr. High, author and national math consultant. $6.

A Liberal Arts Approach To Geometry
Saturday, November 2 9:00-12:00
Practical ways to convince the average student that geometry is a worthwhile and enjoyable subject. A presentation of interesting puzzles and humorous situations where the stress is on motivation rather than formal structure.
Leader: Harold Jacobs, author of *Mathematics: A Human Endeavor*, and one of the most highly respected high school math teachers in So. California. $6.

Making Games And Activities For A Math Lab
Saturday, November 9 9:00-12:00
A make-it session for viewing and constructing new teacher-made materials to be used in math centers and labs.
Leader: Pat King, C.T.C. Coordinator. $6.

Math Art Made Easy
Saturday, November 23 9:00-12:00
Participants will be instructed on how to generate artistic Math Art designs using mathematical structures and symmetry concepts, with special focus on getting started. (Grades 3-12)
Leader: Linda Silvey, author of many Creative Publications materials and a highly competent workshop leader. $6.

Learning To Use Games And Manipulatives
October 3 and 28, November 7, 14, 21
7:00-9:00
Five different sessions designed to assist teachers to develop strategies for using games and manipulative materials in a classroom program. There will be no fee for these sessions; they will be limited to 30 people and reservations are necessary.
Leaders: C.T.C. Staff and guest authors.

**Creative Teaching Workshop**
**New York, New York**

**115 Spring Street**
**New York, New York 10012**
**Floyd Page, Director**

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**Initial Inquiries**

Mei Ching Lai, (212) 431-7710

**Descriptive Literature**

CTW brochure, November 1974. Statements on advisory and design services, Principal Leadership Study.

**Visiting Times**

During Workshop hours: Monday through Friday, 9-5.

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## What Goes On

1. Groups of elementary and preschool teachers from public, parochial, and independent schools come to CTW for daytime inservice sessions (single or series) tailored to the group's needs. These are adult-level learning experiences in environmental science, math, photography, creative arts, language; or workshops in classroom organization and provisioning, design of school resource centers, and design of classroom apparatus such as photography darkrooms, aquaria.

2. Teachers come as individuals to single workshops or series on similar topics, evenings and Saturdays.

3. On a long-term basis, CTW staff go out to schools one or more days a week to advise teachers in their classrooms or in school learning centers designed by CTW, and to catalyze and facilitate whole-staff collaboration for whole-school renewal.

4. CTW designers help a school community plan and build indoor or outdoor playgrounds.

5. Principals of six New York schools meet regularly with each other at CTW to reexperience learning and teaching by working with environmental curriculum materials and to

develop new leadership roles and styles.

## For What Purposes

To help adults involved in schools understand the learning process in children by means of their own "experiential" learning--that is, learning which grows out of interdisciplinary inquiry with materials from the environment. To help teachers and community members make learning materials and spaces that are both designed and constructed by the users; to help them understand the learning potential and flexibility of the materials. To help principals and other administrators develop the leadership capacity to generate and sustain idiosyncratic renewal programs for a school.

## Scope

Presently, CTW works with adults (parents, principals, supervisors, as well as teachers) involved in early childhood or elementary education in public, parochial, or independent programs in New York City, Long Island, New Jersey, Connecticut. As it works on a contract basis, CTW's scope can be nationwide.

## Basis for Participation

Through contracts with individual schools, school districts, or the Board of Education of New York City, groups of teachers and administrators participate in release-time inservice or school renewal programs that are short- or long-term. Fees for short-term inservice are based on a rate of $100 a day plus materials for a group of 12 to work with one CTW staff member ($75 for a half day), either at CTW or at a school.

Individuals (teachers or other adults) take workshop series at CTW on their own time and pay workshop fees. New York public school teachers can earn Board of Education inservice credit for these. Individuals also can use the CTW workshop, design lab, and studio space for $10 a day. CTW is designing a membership plan under which an institution or an individual can buy a yearly membership in CTW, entitling the member to use specified amounts of services for fees that will range from $300-$1,000 for institutions and will start at $50 for individuals.

## Setting

A 90 x 36 foot cast-iron, renovated storefront opens on Spring Street in the SoHo district of Lower Manhattan. The Center is between Houston and Canal Streets in a neighborhood of modern art galleries and shops. (To discourage gallery-hoppers who mistake the Center for a gallery, the door is locked and visitors must ring a bell for admittance.) Main-floor space is arranged in the following areas: staff offices, library and browsing room, environmental science lab, math lab, cooking/physics/chemistry lab, curriculum construction work-tables, recycle materials, and storage. In the basement are a design lab with welding, wood and cardboard carpentry shops, pottery and photography studios.

## Staff

*Floyd Page*, director; former member Early Childhood Education Study Division of the Education Development Center.
*Anthony Sharkey*, assistant director, designer; former design lab and Early Childhood Education Study (Washington, D.C.).
*Sharon Heymann*, inservice coordinator; former consultant at Advisory for Open Education and early childhood teacher (Boston).
*Valerie Jameson*, coordinator principal study; former teacher (England, New Jersey).
*Mei Ching Lai*, office manager.
*Rosemary Ralph*, advisor and editor; former elementary teacher (Boston, England, Africa).
*Penelope Wax*, advisor; former elementary teacher (England, North Carolina).

## Style

"We hope to refresh adults in the experience of freely exploring materials without pressure to create a 'product'." Workshops are designed so that teachers will experience the many things that can be learned from an object or apparatus and thus become more resourceful about using them with children. "We believe that teachers will better understand and become sensitized to the learning process ...of their students as they increasingly develop awareness of their own learning processes. Along with focusing on process, experiential learning activities reveal the interdisciplinary nature of inquiry."

Similarly, CTW's design services for schools "focus on human growth rather than a design 'product'." By includ-

ing community members and teachers in full-scale building projects, CTW designers intend to unite a school community through physical as well as mental work and to start communication about educational aims. "Materials and environments that are created by the users...become a part of their experience,...and they continue to develop new and interesting uses for the environment long after the design and building team have left."

CTW believes that "it is essential to involve the principal as educational leader and key participant in innovation." In helping principals to expand their leadership capacities and resources in the areas of curriculum development and teacher training, CTW staff see themselves as catalysts for a change process that needs to generate *within* a school, be idiosyncratic to it, and develop its own character and strength, independent of outsiders.

## Origins

In 1968 CTW opened in a loft on the Lower East Side. As the New York extension of the Early Childhood Education Study of the Education Development Center in Newton, Mass., CTW offered workshops in experiential learning activities and techniques for informalizing and enriching preschool and primary classrooms. When ECES became an independent organization (The Advisory for Open Education, Cambridge, Mass.), under directorship of Allen Leitman, CTW continued as its New York branch. In 1972 with Carnegie Corporation funding, CTW expanded its scope beyond giving workshops to providing long-term, in-school advisory service to whole staffs of three public schools in Brooklyn. This was the source of the broadening of focus from teachers' learning to principals' learning and leadership. In 1974 CTW became an independent organization and moved from the Suffolk Street loft to the Spring Street storefront.

## Organization, Management, Funding

CTW is a nonprofit corporation (Experiential Systems, Inc.) managed by a nine-member board of directors of which two staff members (Page and Sharkey) are members. The board was assembled by Page in order to gain expert assistance in finance and management and strategies for effecting institutional change. Initiatives for new areas of work, such as the Principal Leadership Study, must be endorsed by the board. Inservice, advisory, and design services to schools are decided on the basis of needs

assessments and contract specifications with clients. Besides program funding from Carnegie Foundation, CTW has a grant from Exxon Corporation's Community Development Program for the Principal Leadership Study. The remainder of its budget is generated by earnings from inservice, advisory, and design contracts with schools and school districts.

## Topics for Exchanges

Experiential learning materials and curriculum sequences for adults. "We are increasingly active in working with individuals as they relate to their educational *institutions.*" (CTW is one of six organizations specializing in schools renewal whose differing strategies and levels of effectiveness are being studied by the Center for New Schools, Chicago, under a grant from the National Institute of Education School Problem Solving Group.) Documentation and evaluation of school and classroom effects of teachers' and principals' involvement with a teachers' center/advisory.

## Publications

Four booklets developed by CTW staff are, *Building with Cardboard* ($1.50), *Building with Tubes* ($1.50), *Building a Playground* ($1.50), *The Adventures of the Hand Made Bank* ($2.50).

# Glimpses of Programs

WINTER WORKSHOPS 1975

*New York Board of Education inservice credit: one unit for five workshops in a single curriculum area. Fee for each series is $25; for individual workshops not taken for credit, $6.50. Hours 6:30-9:30 p.m.*

5 Mondays - Classroom Math Labs K-6
Workshop Leader: Valerie Jameson, CTW. Geoboards, Attribute Games, Blockgraphing, Cuisenaire Materials, Math with Scrounge Materials. Feb. 10-March 17.

Explore and make math materials, devise strategies to organize and run an active lab approach to math appropriate to each age level.

5 Tuesdays - Science K-6
Workshop Leader: Sharon Heymann and Penny Wax, CTW. Batteries and Bulbs, Making and Using Balances, Cooking, Animal Cages and Mazes, Science from Children's Toys. Jan. 28-Feb. 25.

Explore how everyday experiences and materials can be used. Focus on making materials, devising suitable assignments, group discussions.

5 Wednesdays - The Bicentennial K-6
Workshop Leader: Josh Robison, Bank Street School For Children. Feb. 19-March 19. $32.50 for the series.

Examine American history through the tools and crafts of colonial society. Develop mapping skills, make books, explore a variety of colonial crafts and tools, and work in depth on one individually chosen craft, always focusing on how we can apply our learnings in the classroom.

5 Thursdays - Language Arts K-6
Workshop Leader: Miriam Marecek, Bank Street College. Writing, Aesthetics and Style, Bookmaking, Poetry, Writing: Ideas and Games, Films and Filmstrips. Jan. 30-Feb. 27.

Explore how to use children's experience to emphasize the aesthetic content of language, the skills, a rich use of media.

SATURDAY WORKSHOPS

Jan. 25: Classroom Space K-6 (Sharon Heymann, CTW)
Area definition, work surfaces, platforms, storage and display of materials. Using scrounged and inexpensive building materials and construction techniques. $5. Time: 10-12:30.

Feb. 1: African Math Games K-6 (Claudia Zaslavsky, author of *Africa Counts*)
Learn several versions of Kalah, a counting game which can be played with egg cartons, as well as some network and probability games. $5 plus 50¢ materials fee. Time: 10-12:30.

Feb. 8: Empathy and Imagination (Charity James, author of *Young Lives*

*at Stake* and *Beyond Customs*)
Participate in imagery and recall exercises; explore the shared appreciation and recording of objects, and discuss how creative writing, art, and science can be developed in the classroom out of these experiences. Each person is asked to bring some object which really pleases them - work of art, useful daily object, piece of junk, plant, or whatever! $10. Time: 10-4.

Feb. 15, 22, Mar. 1, 8: Silk Screen Printing (Likel Shaw, The Print Shop) $20 for 4 workshops plus $5 materials fee. Time: 10-12:30.

CONTRACT INSERVICE

Any group of teachers or school can request CTW to provide inservice workshops...They might range from a half day workshop in cooking to a series of five or more workshops on how to use children's experiences to develop writing and reading. In some of our recent workshops, groups have explored salt water aquarius, gerbils, stream tables, making and playing musical instruments, mapping, papermaking, batteries and bulbs, and cardboard carpentry.

DESIGN SERVICES

CTW has for many years helped teachers and community groups build simple and inexpensive learning environments both indoors and outdoors. The average total cost of the playgrounds we have built more recently is less than $800. These building projects are financed, organized, and built by community groups and teachers with CTW acting as a design and building facilitator.

ADVISORY SERVICES

*Contracts or grants finance long-term help so that the principal and staff of a whole school develop their own teacher learning center. CTW advisors work in the school every week to support teachers in their own teaching styles, and to facilitate administrators' and teachers' collaborative planning. P.S. 152, P.S. 158, P.S. 60 (planning for a new open space school), New York City.*

**The Educational Confederation**
**St. Louis, Missouri**

**4500 Olive Boulevard, Fourth Floor**
**St. Louis, Missouri 63108**
**Robert P. Mai, Director**

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**Initial Inquiries**
Robert P. Mai, (314) 367-2112

**Descriptive Literature**
Leaflet, *"The Educational Confederation is a Resource for Growth"*; program descriptions on Developmental Learning Program and Early Childhood Advisory.

**Visiting Times**
By appointment with Bob Mai.

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## What Goes On

More than 20 independent schools and education organizations--day care centers through teacher preparation institutions--collaborate with each other and with public school people in the several districts in and around St. Louis. Besides organizing occasional workshops and conferences, the Confederation has designed and now operates several staff development projects affecting both independent and public school teachers:

1) Teenage tutors and the teachers of tutees in the public schools' After-School Tutorial Program take weekly workshops together, making active-learning curriculum materials for tutees and planning their use.

2) Four teachers prepare themselves to start an Early Childhood Advisory for Confederation member schools, by taking four months of after-school child development seminars, an in-classroom practicum, and a summer institute.

3) Teams of inner city public school teachers, administrators, and social workers learn to assess developmental differences in children, to enrich curriculum and classroom environment, and to document child progress, in seminars taught by Confederation member staffs. They work

with a full-time Confederation staff advisor who helps them in their schools and seeks new ways of deploying district specialist personnel and resources.

4) Teachers and principals from St. Louis area public and independent schools conduct a Middle School Observation Circuit of visits to each others' classrooms for exchanging ideas and critiquing each others and themselves.

## For What Purposes

To bring together on neutral ground educators and institutions with diverse approaches but a common aim: not only to consider but also to try out solutions to mutual problems. "Schools and teachers in the private sector must not only continue to renew themselves" and pool resources for growth and survival, but they should interact with the public school community as well. "Our efforts are to help schools manage their own growth and development, and to do so without incurring major new expense."

## Scope

Metropolitan St. Louis independent schools, church schools, alternative elementary and secondary schools, Child Day Care Association, independent kindergartens and nursery schools, Webster College laboratory school, Washington University Nursery School-Kindergarten are Confederation *members*. They *collaborate with* St. Louis City and surrounding public school districts, area universities, and other agencies supporting education. Interested teachers from nearby districts volunteer for projects and participate in conferences and workshops.

## Basis for Participation

Any school or institution connected with education in the St. Louis area is invited to join the Confederation. Nonmember institutions or organizations and individuals concerned about education are invited to bring ideas to the Confederation and to collaborate with it in designing and developing projects. Conferences, workshops, and staff development programs are usually set up on a fee basis, but are free to Confederation members where appropriate.

## Setting

The Confederation operates from a suite of rooms on the fourth floor of an office building in the West End section

of St. Louis. Its staff-development projects are conducted in schools.

## Staff

*Robert P. Mai*, director, former elementary school (NYC) and college teacher (New Hampshire, Massachusetts), and graduate fellow in the Integrated Day Program, University of Massachusetts, Amherst.
*Margretta Webster*, assistant to the director, former English language instructor at the School for International Training (Brattleboro, Vermont).
*William Chapman*, director of new programs, former minister, Trinity Episcopal Church.
*Ethel Sleet*, teaching advisor, Developmental Learning Program, former elementary teacher and administrator (St. Louis).

## Style

The Confederation calls itself "a resource network." "We see ourselves as a catalyst for renewal, helping those with resource and those with need to focus on specific educational questions and then to do something about them." "Those with resource"--that is, the independent schools with longer experience in innovative approaches, increasingly see themselves in times of diminishing financial resources as being also "those with need"--for support of their own programs. The Confederation proceeds carefully and not without tension to preserve its consensus at the same time that it seeks to widen its constituency. An ongoing strategy has been to convene, whenever possible, gatherings of public and private school people with common interests. All projects are designed with evaluation components focused on potential for institutionalizing the change.

## Origins

In 1970 two independent schools with similar aims and needs were advised by a local funding agency to join forces in seeking and sharing resources. More people were invited in to share ideas at Sunday afternoon meetings. In 1971 a group of seven institutions incorporated as the Educational Confederation. Since then the group has grown to include more than 20 member schools and organizations, has hired a staff, and gained funding for projects it has designed and piloted.

## Organization, Management, Funding

Regular monthly membership meetings direct staff, evolve policy, and establish programs. A Project Development Committee of members oversees all projects. Task groups of members and nonmember collaborators design and review projects. Funding from private foundations supports the coordinating staff and office and seeds new projects. Public funding also supports projects. For instance, the Developmental Learning Program is supported by Project TREND (Title I) and a special teacher fund of the St. Louis public school system (providing release time, tuition, and consulting coverage) and by the Ford Foundation (providing the full-time staff advisors and other costs). Instruction in the courses for teachers is contributed by Confederation members, the independent Miriam School, and Webster College. The Early Childhood Advisory training seminars are taught by a Washington University professor in exchange for placement of student teachers in Confederation schools.

## Topics for Exchanges

City school system support of an advisory service. The teaching advisor as child-development resource. Forming and maintaining a network of educational organizations.

## Publications

Woods, Carolyn J., (editor). *The Roles, Strategies and Problems of the Advisor in Public Schools.* Proceedings of the Midwest Advisory Conference, April 25-26, 1974, St. Louis. The Educational Confederation, St. Louis, 1974.

# Glimpses of Programs

*The following list of Confederation activities in 1973 and 1974 is taken from its brochure.*

Conferences

Evaluation Conference, March 1973

Administrators Conference on Open Education, June 1973

Middle School Conference, March 1974

Spring Advisory Conference (National Conference by invitation) April 1974

Northwest Soldan Preschool-Kindergarten Conference, October 1974

Conference on the Future of Open Education, November 1974

Workshops and Courses

Success Strategies for Secondary Teachers, October to December 1974 (with Project TREND) Washington University, Webster College

Miriam School Early Identification for Developmental Teaching Program, January through March, 1973

Language Development Workshop, January through March, 1973

Multi-Grade Open Classroom, February through March, 1973

Orff Trainers Workshop and Introductory Orff Workshop, January through May, 1973

Webster College Open Classroom Project, October through March, 1973

Preschool Workshop, January through February, 1973

New City School Open Classroom Workshop, April through May 1973

New Project Development by Confederation Committees

*The following paragraphs are the beginning of a Confederation proposal for funding of its Developmental Learning Program, developed by a committee of Confederation members dated August 2, 1974.*

SUMMARY--STAFF DEVELOPMENT: A METROPOLITAN MODEL

A staff development program has been developed by The Educational Confederation and a number of collaborating schools and institutions in metropolitan St. Louis. After several pilot and developmental years, the program is now ready to be scaled-up in the St. Louis City Public School System.

The model which has evolved has three principal objectives. The first is to help professional school staff (and in some cases, interested parents) develop their understanding of those differences in learning readiness and learning styles that necessitate individualized approaches to classroom instruc-

tion. A second objectives is to assist school personnel in developing individualized teaching strategies, and to bring appropriate resources to bear in order to support all children within the usual range of strengths and weaknesses found in any regular city classroom. This objective is not so much a philosophically motivated one as it is a pragmatic response to a developmental picture of children and learning. The goal of the program is not to proselytize for a particular educational point of view (such as the open classroom approach) but to advance the point of view that teachers--and all adults working with children--can benefit from greater insight into the developmental patterns of learning and growth. In short we feel that a regard for developmental differences suggests teaching strategies that emphasize a plurality of approaches to learning and teaching.

The final objective is to try to pull together "vertical teams" (comprising administrators, teachers, ancillary personnel, and parents) in each school, so as to set a pattern of on-going problem-solving and task-sharing that can expand easily within the school, and which eventually may establish an operative model for in-service staff development.

**Washington Education Center**
**Free Learning Environment Program (FRELEA)**
**Pittsburgh Public Schools**

**169 40th Street**
**Pittsburgh, Pennsylvania 15201**
**June S. Delano, Director**

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**Initial Inquiries**

June S. Delano, Pittsburgh Board of Education, 341 South Bellefield St., Pittsburgh, Pa., (412) 622-3953 or Esther Polichio, (412) 683-1248, at the Center.

**Descriptive Literature**

*A Guide to Teacher In-Service for the Free Learning Environment Program 'FRELEA'*, no charge.

**Visiting Times**

During Center hours: 8:30-4 Tuesday through Friday; 1-7 Mondays.

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## What Goes On

During the daytime, first- through sixth-grade teachers and aides in the Free Learning Environment Program spend their release-time, inservice days (one each month per teacher) in the Center. The Free Learning Environment Program involves Title I and Title III projects in 20 public and nine parochial schools and locally funded projects in five public schools. The teachers and aides take workshops (language, math, science, creative arts, music, movement, social studies); meet for child development or research seminars with university professors and workshop staff; do individual study in the Center library; make curriculum materials; and consult with FRELEA advisors. On Monday nights, teachers from all grade levels in all schools, as well as parents, college students, and anyone else involved in an educational project, come to the Center to take workshops in woodworking, cooking, and photography; to make curriculum materials; to do independent study; and to consult with Center staff.

Staff conduct in-school workshops and provide in-classroom advisory help to FRELEA teachers who request it. Teachers

and university students from throughout the city observe informal education at a developmental fourth- through sixth-grade school which operates as an example of FRELEA-style classrooms at the upper-elementary level.

## For What Purposes

The FRELEA program for children in grades 1-6 seeks "to provide an educational climate where students are involved in their own learning and discovery of knowledge." The program states objectives as follows:

"1. A humanistic, open environment will be provided in order to encourage spontaneous inquiry into *all* areas of learning and creativity.

2. Teachers will function as facilitators of learning, rather than mere lecturers or dispensers of knowledge.

3. Students will be encouraged to function as independent learners, using a variety of activities to achieve mastery in various subject areas.

4. Emphasis will be placed on the relationship of one subject area to another."

The Center is the locus of FRELEA staff development, which aims "to internalize FRELEA philosophy, to demonstrate learning approaches that would be effective in the FRELEA classroom, to develop a continuity of learning experiences, and to build a cohesive FRELEA community."

## Scope

Teachers and aides from 200 classrooms in Title I and III and locally funded Pittsburgh public and parochial schools receive inservice instruction and advisory support from the Center. On Monday nights the Center is open to all teachers, administrators, university students, professors, and parents throughout the city.

## Basis for Participation

FRELEA teachers are required to participate in a one-week summer workshop as they enter the program. Both teachers and aides are also required to participate in inservice release-time activities once a month throughout the school year. Non-FRELEA teachers use the Center and consult with Center advisors on Monday evenings, when the

facility is open to all Pittsburgh adults, free of charge. Courses for district increment credit are offered at the Center.

Local colleges and universities use the Center and Pittsburgh public schools as training sites for student teachers. College credits towards certification (but not beyond the 24 required for state credentialing) may be earned in Center courses.

## Setting

The Center is located in the Lawrenceville area of Pittsburgh, near the Arsenal Elementary and Arsenal Middle Schools, in a remodeled five-story school building. The developmental school occupies one wing of the third floor. A slide and film viewing area, administrative offices, and the teacher Center occupy the other wing of the third floor. This wing includes a model classroom for art, math, science, and social studies; a library and language arts room; the FRELEA staff lounge; a music room and booth; a seminar room; the Adult Free Learning Environment (construction and workshop area); gym and eurhythmics space; and an administrative office. The professional library is housed in a nearby facility.

## Staff

*June Delano,* supervisory program specialist, former teacher and supervisor; program developer.
*Esther Polichio,* Center coordinator.
*Jean Fisher,* peer teacher, workshop facilitator.
*Mary Corbett,* peer teacher, workshop facilitator.
*Irene Pagonis,* peer teacher, workshop facilitator.
*Gladys Tong,* child development specialist.
*Alfred Tdylor,* multimedia specialist.
*Jane Shirkes,* materials designer.
*Joan Brindle,* art specialist.
*Pat Kelly,* eurhythmics specialist.

## Style

"FRELEA is based on the theory that people (children and adults) learn by 'sampling' from their environment (the physical environment and the psychological environment), formulating theories about what they encounter, and adjusting or discarding those theories when they no longer seem to fit the 'samples'." Washington Education Center staff seek to provide teachers with such a "sampling"

experience over time. All FRELEA teachers participate in an initial summer training workshop and three years of inservice; program administrators believe that one cannot expect substantial classroom changes to occur before three years. "Our center is concerned with change, but the kind of voluntary, and consequently, internalized change that all self-fulfilling professionals seek. The point we would make is that change takes time, support, and voluntary acceptance of the value system that change implies. Our center exists to provide these components to our teachers."

During visits to the Center, teachers may choose to participate in staff-planned workshops, to do individual study, or to consult with staff specialists in child development, multimedia, research, and materials design. Advisors from the Center (peer teachers) assist teachers in their classrooms, *"at the teacher's request."* Advisors also offer assistance and present monthly workshops in the Center. Additionally, FRELEA provides in-school advisors (team leaders), who hold workshops and meetings with teachers, assist in classrooms, model for teachers, and offer any other assistance teachers request.

## Origins

"In the fall of 1969 the Free Learning Environment Program began as an attempt to provide Head Start youngsters with an educational experience congruent with the child development practices of pre-school. Supported originally by Title I funds, the program began with kindergartens in five schools and expanded a grade a year (through sixth grade) in those schools. In the fall of 1971 Title III funds were secured and FRELEA was introduced into eight additional public schools and three additional parochial schools, largely at the request of parents who wished to have the program for their children. The Title III schools are in less or non-deprived areas of the city. FRELEA eventually expanded to 25 public elementary schools and nine parochial elementary schools; the program is still available for schools wishing to adopt it."

"A consortium of educators from five local universities and the Pittsburgh public schools staff was assembled by the assistant superintendent of curriculum and instruction in the fall of 1970. For a year the consortium worked on defining open education, establishing goals and objectives, and finally writing a proposal to establish a teacher's center. The center for the teacher in-service

component of FRELEA was established by the Pittsburgh Public Schools in September 1971 through the generosity of the privately and locally endowed Buhl Foundation."

## Organization, Management, Funding

The FRELEA program is supported by the U.S. Office of Education through Title I and III and by local tax money; the Center was started with Buhl Foundation funding. As federal and foundation funding terminates, the Pittsburgh Public School System has absorbed the cost for continuation of both the school and inservice components of FRELEA. (The Pittsburgh Catholic Diocese is represented on the Title I and Title III committees.) The Department of Elementary Schools is responsible for the administration of the FRELEA program; workshop participants are encouraged to express their preferences for courses.

## Topics for Exchanges

Altering traditional university-based inservice education; improved evaluation techniques for open education.

## Publications

Delano, June. "FRELEA, A Plan for the Dissemination of Open Education." *Middle School Journal*, 6 (8), May 1974. Article describes the FRELEA program.

Delano, June. "Inservice for Change." *Educational Leadership*, in press. Article explains how an inservice program such as FRELEA change classroom methods.

*Guidelines for In-Service Free Learning Environment Program.* Pittsburgh Public Schools, 1973. No charge.

*Guidelines for the Development of the Free Learning Environment Program*, (Primary and Intermediate Levels.) Pittsburgh Public Schools, 1974. $5.

Instruments available at no charge from the Center: *Social Development Checklist, Reasoning Skills Checklist, Classroom Observation Form,* and *Teacher Self-Evaluation Form.*

Yearly Evaluation Reports, 1969 onward. Write the Center for further information.

# Glimpses of Programs

*The following is the 1974-75 Monday schedule:*

ADULT OPEN WORKSHOP
Our goal is to assist adults in improving and enriching the relationships with children by providing ideas, and demonstrations on photography, crafts, cooking, music, movement for classroom adaptation or for personal enrichment. Many options are available. Workshop activities at the center range from demonstrations to individual projects and from single or one time use to continuous or extended use.

The FRELEA Workshop Staff will be available to assist you. If there is a particular need; please contact one of the staff members. Phone numbers 683-1529 or 683-1248.

OCTOBER - FALL FUN
14th - Floral Arrangement
Folk Dancing
21st - Film Making
Volley Ball
28th - Drying Flowers
Nature Walk

NOVEMBER - USING MATERIALS
4th - Candle Making
Volley Ball
18th - Variety of Ways of using egg cartons
25th - Jewelry Making
Cooking

DECEMBER - CREATIVITY WITH PAPER
2nd - Flower Making
Wreaths Designing
9th - Origami
Cutting Paper
16th - Paper Sculpture

JANUARY - AESTHETIC ART
6th - Photograpny
13th - Creative Dramatics
20th - Movement & Dance
27th - Filmstrip Making

FEBRUARY - WAYS OF USING MATERIALS
3rd - Plaster of Paris
10th - Junk Art
17th - Tie Dying
24th - Refinishing Furniture

MARCH - CULTURAL AWARENESS
3rd - Slides of travel to other countries
10th - Customs of other countries
17th - Foods of other countries
24th - Languages - Conversational
(All Around the World)
Travel Tips

APRIL - "HOW TO DO IT"
7th - Bookbinding
14th - Weaving
21st - Crocheting
Embroidery
Knitting
28th - Stitchery

MAY - WRAP UP
5th - Ways of Individualization
12th - Smorgasbord (All Activities)

AVAILABLE AT ALL WORKSHOPS
Laminating
Film Viewing
Video Tape
Making Materials
Task & Activity Cards
Wood-Working
Resource Books
Record Keeping
Gym for sports
All areas for exploration

**Greater Boston Teachers Center**
**Cambridge, Massachusetts**

**131 Mt. Auburn Street**
**Cambridge, Massachusetts 02138**
**Edward Yeomans, Director**

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**Initial Inquiries**
Edward Yeomans, (617) 876-2790

**Descriptive Literature**
Center brochure, no charge.

**Visiting Times**
By appointment with Edward Yeomans. Office hours are Monday through Friday, 9-4.

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## What Goes On

Teachers, parents, and students preparing to be teachers take weekly after-school workshops (generally six or nine sessions) in opening up the classroom, open classroom record-keeping and evaluation, enriching curriculum materials and experiences in all curriculum areas, and using the art and history resources of community institutions. Center staff program and organize these seasonal series, but usually do not teach them; instead, they tap other teachers' centers, colleges, schools where teachers have growing open education programs, art and history museums, artists and craftsmen, and free-lance open education consultants. Teachers attend a nine-day summer workshop on the "integrated day," presented by the Center at Fayerweather School in Boston, or a session, Open Approaches in the Middle Years, jointly sponsored by the Center and NAIS.

Center advisors go into classrooms to help with classroom organization, provisioning, and curriculum development. They advise principals and parent groups seeking less formal alternatives to traditional instruction.

## For What Purposes

"To offer preparation for genuine alternatives in elementary and secondary education for public and independent schools. To provide a local and national clearinghouse and testing-point for developmental ideas about learning and teaching, and for curricula, books and other materials." To prepare teachers, administrators, and parents who share a developmental view of learning (for both children and teachers) so they can forge common agreements, facilitate sharing, and increase influence. To put teachers in touch with resources for themselves and for children that are outside formal educational institutions.

## Scope

Nearly all workshop participants come from Boston, its suburbs, and communities in eastern Massachusetts; more than half come from public elementary and secondary schools. The remainder are from independent and parochial schools, from day-care centers and Head Start programs, and from local colleges and universities. Most advisory work is done in Boston and in the suburban school systems of Brookline, Cambridge, Worcester, Wellesley, Hull, Scituate, Quincy, Needham, Lexington, and Ashland.

## Basis for Participation

Teachers participate voluntarily in summer, after-school, or Saturday workshops. Lesley, Simmons, and Wheelock Colleges and Tufts University offer credit, for an additional fee, to graduate students and practicing teachers who participate in programs. The enrollment fee for workshops is $30-$40 per six- to nine-week session. School districts contract for advisory services; the usual fee is $125 a day per advisor. Requests for advisory work also come from individual teachers attending Center-sponsored workshops. One-day advisory service is provided without charge when it extends the workshop experience.

## Setting

The Center is located in a suite of professional offices in an old house near Harvard Square; there are no workshop facilities. Courses are given in schools, other teachers' centers, museums, studios.

## Staff

*Edward Yeomans*, director and National Association of Independent Schools staff member; former headmaster, Shady Hill School (Cambridge).
*John Arnold*, director of advisory services, specialist in middle-school curriculum and organization; former principal, Sidwell Friends Middle School (Washington, D.C.).
*Adelaide Sproul*, advisor in visual arts, materials, and classroom environment; former head of the studio, Shady Hill School (Cambridge).
*Brenda Engle*, (part-time) advisor in language, mathematics, and evaluation; former teacher (Lincoln, Mass.).
*Judy Higbea*, advisor in primary grades; former teacher (Lincoln, Mass.).
*Sally Mapel*, assistant to the director; former admissions officer, Shady Hill School (Cambridge).

## Style

The Center acts as a broker and linker between people seeking informal learning experiences and the talent that is already available in other centers, colleges, and schools. "Boston is ideally suited to an arrangement of this kind because of its wealth of open education centers and consultants, schools that have developed the Integrated Day, artists and museums." All programs are based on Center beliefs that "real change must begin within each teacher," and that the informal, developmental, interdisciplinary style of learning advocated by the Center is not suitable for all teachers, nor, for that matter, for all children.

Thus, in advisory work with schools, Center staff accept "a degree of tension between those who want to change to a more responsive environment and those who are content to keep things as they are. Each situation requires its own particular kind of help. There is no pat method. Starting points are different in every instance, and needs differ widely."

"While our philosophy is that of open education with all that is implied by that term, much of our advisory work is concentrated upon first steps, often tentatively taken, requiring constant support and encouragement. Happily, there are other situations in which teachers are eager for change, feel supported by parents and administration, who push the advisor to provide utmost help."

"The ideal combination for professional growth of a teacher

is that of an on-going workshop experience with advisory help in the classroom during the week."

## Origins

In 1968 the National Association of Independent Schools sponsored the first Integrated Day Summer Institute, directed by Roy Illsley, then headmaster of Battling Brook County Primary School in Leicestershire, England. Edward Yeomans, then NAIS associate director of Academic Services, continued to help organize summer institutes in the East for a number of years. A network of teachers' centers in Greenwich, Connecticut, San Francisco, Chicago, Cleveland, and other cities grew, in part, from Summer Institute participants' requests for follow-up and support throughout the year, and from NAIS inspiration. Like these other centers, the Greater Boston Teachers Center was developed in response to requests for continuing support from summer workshop participants. With funding from Rockefeller Brothers Fund and the New World Foundation, the Center opened in December 1971; later funding was provided by Boston's Committee of the Permanent Charity Fund, and the local Blanchard and Merrill Foundations. The Center staff directed many early workshops and began offering advisory services in 1972. Center staff have helped form a Massachusetts network, the Collaborative of Teacher Centers and Advisories, and a Boston area consortium of colleges to promote sharing of resources and exchange of ideas among educators.

## Organization, Management, Funding

The Center is a division of the National Association of Independent Schools, and has independent financial support. Workshop staff are paid from participant fees; organization, publicity, registration, and other costs are covered by the Center's grants for operating expenses. Contracts with schools, and foundation grants support the advisory program.

The Center has an executive committee which authorizes programs and makes financial decisions; it is made up of the president of NAIS, a professor of the University of Massachusetts, Amherst, headmaster of an independent school, two public school principals, and the former superintendent of schools from Newton, Mass.

## Topics for Exchanges

New ways of evaluating student achievement that are more comprehensive than standardized tests; improving communication with administrators and parents; innovations in learning approaches and curriculum for middle and junior high schools.

# Glimpses of Programs

*Six- to nine-week courses are publicized in the Center's quarterly brochure. Courses are taught by college teachers, other center leaders, GBTC staff, and other local educators. The following were excerpted from 20 classes listed in the Winter 1975 catalogue.*

Making Materials For The Classroom
Children's Museum, Jamaicaway, Boston. Directors: Robin Simons and Pat Cornu, Children's Museum. Six Tuesdays, 4-6, beginning January 28. Fee: $30.
Did your classroom clock stop and you need another? Someone else has borrowed the slide projector just when you need it most? Your kids love playing games but you've exhausted your supply? Make all of these and more using materials from RECYCLE at the Children's Museum and other inexpensive, readily-available items, and explore other uses of recycled materials in the classroom. This course will familiarize participants with the use of recycled items so that once it is over they will feel competent in continuing to make materials on their own.

Poetry Writing In the Classroom
Advisory for Open Education, 90 Sherman St., Cambridge. Directors: Nina Nyhart, poet/teacher, Poets Who Teach, Inc., and Arts/Six. Six Tuesdays, 4-6, beginning January 28. Fee: $30.
This workshop series is for teachers and others who wish to make poetry and imaginative writing a more integral and satisfying part of the student's school experience. Emphasis will be on exploring the sources of poetry within all of us--including word play, sense impressions, memories, and dreams. We will be writing in class, trying techniques designed to elicit poems, and looking at many kinds of poems by people of all ages. In this context the role of the teacher, uses of model poems, and emotional and physical environments for creative writing will be considered.

LESLEY COLLEGE INSERVICE
The Greater Boston Teachers Center has developed a new approach to in-service education for teachers in collaboration with Lesley College. In addition to the on-going workshops that are announced in this bulletin, we now offer courses in alternative ways of teaching in the elementary and junior high school grades. Course content is designed in cooperation with teachers in a school or school system so that it will have maximum usefulness for them in their daily work. Courses meet in a local school for 2-1/2 hours after school on a week-day that is selected by the teachers. The workshop leader spends that full day at the school, being available for consultation and help in developing new approaches. The course meets once a week for 14 weeks and carries 3 graduate credits from Lesley College. Tuition is $150 per participant, payable to Lesley College. The minimum group is 20.

*A local school district resource teacher, formerly a Center advisor, conducts weekly workshops which are publicized in the Center's brochure.*

THURSDAY AFTERNOON DROP-IN WORKSHOPS AT CENTRAL SCHOOL, 43 ESSEX ST., CAMBRIDGE.
The Workshops are coordinated by Susan Powers and run from 3 to 5 PM. They are open to anyone without advance registra-

tion. Separate topics are taken up each Thursday, such as making terrariums, handling aggressive behavior in the classroom, making books to expand on reading and writing, sex roles in the classroom. There is a charge of $1 to cover the cost of materials.
For further information or to have the schedule mailed to you, call Central School -- 868-0073.

SUMMER WORKSHOPS

*GBTC bulletin announces NAIS's Open Approaches in the Middle Years Workshop (cosponsored with the Center), and Shady Hill's Elementary Mathematics Workshop, in addition to the one below.*

The Integrated Day Aspect Of The Open Classroom

Fayerweather Street School, 75R Fayerweather St., Cambridge, Mass. June 30-July 11, 1975 (weekdays, except July 4), 9-3:30.
This workshop will emphasize the fundamentals of open education and will focus on the "integrated day" aspects of elementary level open classrooms--on ways to cut across traditional curriculum lines to a more integrated approach to learning. The workshop will direct attention to the issues of excellence, depth, content, and accountability as they apply to open education.
The workshop is designed to emphasize inter-relationships among language, science, art and math with personal exploration and discovery. In the nine days of the workshop, time will be structured to allow for individual exploration as well as for working with the total group. Opportunities for discussion and sharing will be provided daily.
The program has been designed to meet the needs and interests of those who have had little previous experience in the area as well as of those who have worked more extensively in the field. Since the time is planned as a whole and requires full attendance, applications for part-time attendance or late registration cannot be accepted.
Staff: Betsye Sargent, Fayerweather St. School, Bruce Sargent and Adelaide Sproul, Greater Boston Teachers Center.
Particulars: (1) Fees for the workshop will be $150 tuition plus $10 materials fee. Make check payable to: Greater Boston Teachers Center. (2) Graduate credit is available. (3) Low cost housing at a nearby boarding school is available to those requesting it. (4) A card will be sent to confirm your enrollment. Letter with further details of the workshop will be sent in June.

ADVISORY SERVICES

The members of the staff of Greater Boston Teachers Center are available for advisory and consulting work in schools. Our experience includes work with children in classrooms of pre-school through junior high, and with teachers and administrators of those age levels, either singly or in workshop settings.
We believe that schools need to offer alternative types of learning: not just verbal and rote learning from texts and workbooks. We can offer help in provisioning classrooms with inexpensive materials, books and equipment, and in teaching teachers how to use them in order to develop skills in all of the subjects and, at the same time, to employ children's native curiosity and desire to learn. We have also had administrative experience in helping schools change their organizational pattern to further this kind of learning.
We would be glad to hear from you or someone in your school about advisory work. We are setting up our fall schedule now and also have some time available this spring.

## Publications

"The publications listed below are designed to acquaint school people and parents with the philosophy and techniques of the integrated day. While the original inspiration for these ways of teaching came from English primary schools, there is now a substantial and growing list of schools in this country in which open education is flourishing. In the hope that our enthusiasm for change and innovation will not outrun our commitment to excellence in education, we recommend the precautions as well as the endorsements that are found in this collection." -NAIS

Charbonneau, Manon. *Learning to Think in a Math Lab.* NAIS, 1971, $2.50. "An illustrated Curriculum report for teachers of children between the ages of eight and twelve."

Garry, Mary. *Internship in a Primary School.* NAIS, 1972, $2. "An illustrated account of an American teacher's internship in an inner-city school in London."

Langstaff, Nancy. *Teaching in an Open Classroom.* NAIS, 1975, $3. "Informal checks, diagnoses, and learning strategies for beginning reading and math."

Mallery, David. *Independence and Community in Our Schools.* NAIS, 1971, $1. "A report on the current status of independent studies, which have been changing in style and scope."

Orton, Peter and Wayne Dickison. *Change to Open Education: Two Schools in the Process.* NAIS, 1972, $1. "Detailed accounts of change in a public and in an independent school."

Sargent, Betsye. *The Integrated Day in an American School.* NAIS, 1970, $2.50. "An illustrated curriculum report for teachers of children between the ages of five and seven."

Yeomans, Edward. *Education for Initiative and Responsibility.* NAIS, 1968, $1. "Comments on a visit to schools of Leicestershire County, England."

Yeomans, Edward. *The Integrated Day in English Secondary Schools.* Reprint of an article in The Independent School Bulletin, December 1971, $.25.

Yeomans, Edward. *Preparing Teachers for the Integrated Day*. NAIS, 1972, $1.50. "A report on how successful traditional teachers are being prepared to become successful teachers of the integrated day. The key word is gradualism."

Yeomans, Edward. *The Wellsprings of Teaching*. NAIS, 1969, $1. "Report of the prototype workshop on the integrated day."

*List of Equipment and Materials for Workshops on the Integrated Day*. NAIS, 1969, $1. "An aid in planning workshops and setting up classrooms."

*Schools Talk to Parents About the Integrated Day*. NAIS, 1971, $1.50. "Five schools successfully communicate their plans for change and their reasons in ways that are clear and convincing."

**Inservice Education Department**
**Kalamazoo Valley Intermediate School District**

**1819 East Milham**
**Kalamazoo, Michigan 49002**
**Ronald Sergeant, Director**

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**Initial Inquiries**

Ronald Sergeant, (616) 381-4620

**Descriptive Literature**

Newsletter, ALTERNATIVE, $2.50 per year. *Inservice Education Division*, in-depth program description paper, $1.50.

**Visiting Times**

During Inservice Education Department hours: Monday through Friday 8-5 by arrangement with Ronald Sergeant.

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## What Goes On

Teachers and administrators attend two-week summer classes or after-school and evening workshops in music, language arts, math, crafts, science, or art at the Department's Workshop Center or in their own schools. They join scheduled seminars or "chats" at the Center on topics such as individualization, discipline, or diagnosis of reading problems. They drop in to use work spaces and equipment and to make materials for their classrooms, using ideas displayed in learning centers. Some work on individual projects or share ideas and discuss problems with colleagues, resource people, and staff members.

When invited, Inservice Education Department staff consult with school or district personnel about new curriculum developments, and assist them in designing, teaching, and implementing their own inservice programs.

## For What Purposes

"To assist the school districts in developing a series of programs that will foster the growth of the professional staff members of the school and keep them acquainted with new and important changes in education. To help the re-

gion to become a viable educational growth area, in which teachers begin to realize that they can be an integral part of the whole growth and change process. To look at our educational community and see what it is that educators feel they need and want, and provide them with an opportunity for choice."

## Scope

Michigan intermediate school districts are agencies which offer county-wide services (data processing, curriculum resources, media services, special education, inservice) to the elementary and secondary schools. The Kalamazoo Valley Intermediate School District provides services for the nine school districts within the county. For many programs, including inservice, five intermediate school districts (Barry, Branch, Calhoun, Kalamazoo, and St. Joseph counties) and their 60 respective local school districts have joined to provide increased services. Workshop participants also come from five additional counties: Allegan, Cass, Van Buren, Berrien, and Kent. Most participants are elementary teachers from public, parochial, and independent schools; more than half come from Kalamazoo County. Participants also come from Head Start and day care centers. In an attempt to encourage greater participation by secondary educators, the center has arranged to share speakers, staff, and programs with local universities and community colleges.

## Basis for Participation

The operational budget of the Inservice Education Division is derived from a membership fee. Local school districts, schools, educational organizations, and individuals may become members of the Inservice Education Division. Educators from member organizations have access to all programs and services. There is a $3 to $10 charge for workshops; other services are free. Educators from nonmember schools may participate in workshops, but at a substantially higher fee: $10 to $25 per person. Teachers generally volunteer their own time to attend activities in the Workshop Center; occasionally, release-time workshops are offered in area schools. A few districts award inservice credits to participating teachers; some courses are offered for credit through the University of Notre Dame, Western Michigan University, or Michigan State University extension departments.

## Setting

The Inservice Education Department and its Workshop Center are located at the district's two-story, Intermediate Service Center near the airport in southeastern Kalamazoo.

The building's top story houses general administrative offices and the Special Education Division. The media department, data processing, Inservice Education offices, and the Workshop Center occupy the ground floor. The 20' x 20' Workshop Center contains displays and a meeting area. Workshops are held here or in one of the four upstairs conference rooms large enough to seat 300-400 people.

## Staff

*Ronald Sergeant*, director, former junior high science teacher, director of Kalamazoo's Title III Open School Project, 1971-74.
*Linda Comer*, coordinator of Workshop Center, former elementary teacher, open education advisor. Specialty: language arts.
*Tracey Ellsworth*, coordinator of secondary programs and career education consultant, former elementary and secondary teacher and open education advisor. Specialties: career education; creative arts.
*Chick Moorman*, coordinator of elementary programs and editor of newsletter, former elementary teacher and open education advisor. Specialties: learning centers, photography, creating a classroom feeling, advisory concept.
*Marie Doyle*, administrative secretary.

## Style

All staff members help plan, organize, and teach workshops and offer in-school services. Staff members are generalists oriented towards open education.

Local teachers, some of whom participated in the New American Open School Project, also frequently conduct workshops: "We identify teacher skills and pay teachers to come in and do a program. It has been valuable to us because it has kindled the spirit, made teachers want to develop ideas because there is some outlet for exposure. It has also drawn our teachers together in a sharing process through seeing members of their own unit there, leading programs, and sharing experiences." Administrators throughout Michigan often request that these teachers present workshops in their schools.

Although the majority of offerings are single-session active learning or exploratory workshops, the Center has begun to offer more theoretical courses. "You have to couple Make It/Take It workshops with what I would call seminars and lectures. You can provide teachers with 9,000 ideas and materials but, if teachers haven't learned new approaches to teaching and developed new insights about children and techniques, very little change in the program will take place. Materials themselves won't change behavior."

The staff assists local schools and districts in developing and implementing single or in-depth training programs for an entire school staff or a small group of teachers. "The staff, serving as advisors, and acting as non-supervisory personnel, can work with those individuals and buildings that are ready for change, and by going where invited, the advisory staff has established relationships based on mutual trust."

## Origins

In 1971 a Title III project (The New American Open School Project) for 11 elementary districts within the Kalamazoo region led to the development of a Regional Enrichment Center Advisory Team (RECAT). The team, under the leadership of Ronald Sergeant, gave workshops and served as advisors in 13 schools for 60 teachers interested in opening up their classrooms. Other teachers, hearing about RECAT, urged the staff to offer inservice programs to teachers outside of the project. The first courses, open to all Southwestern Michigan educators, began in January 1973. In July 1974 when the Title III project ended, the Kalamazoo Valley Intermediate School District formed the new Inservice Education Division, in which all of the RECAT staff continued. Six months later, in January 1975, the staff opened the Workshop Center.

## Organization, Management, Funding

The Board of Education of the Kalamazoo Valley Intermediate School District makes funding, policy, and staffing decisions. A board of 18 teacher, administrator, and university representatives advise Center staff on programming and procedures. Recommendations for advisory board positions are made by school district or university administrators; final selections are made by the Inservice Division staff.

Subcommittees composed of teachers who are interested in specific areas, such as media, curriculum, or learning disabilities, make recommendations for and help organize special workshops or services. The staff also conducts questionnaire needs assessments of all teachers in the region. Operational and staff funding is derived from membership fees charged at the rate of $1 per child enrolled in the school, district, or organization. Individual memberships are available for $40 a year. Workshops are supported by fees collected from participants or their respective schools.

## Topics for Exchanges

Informal classroom organization and curriculum; use of local teachers for workshop leadership; development of a center to serve a large geographic region; involvement of secondary teachers and administrators in center programs.

## Publications

Newsletter, ALTERNATIVE, containing articles on educational issues, ideas, and reports on workshops, edited by Chick Moorman, $2.50 per subscription of eight issues.

Comer, Linda, et al., (editors). *Dear Teacher.* Kalamazoo, Mich.: ESEA Advisory Team, 1972, $1.50. Collection of teachers' writings on open education.

Sergeant, Ronald. *Inservice Education Division.* 1974, $1.50. A description of the organization and operation of the teacher center.

# Glimpses of Programs

*The Inservice Education Staff, assisted by consultants and local teachers, presents an evening series of workshops. The following two workshops are taken from the Spring 1975 Calendar which included three additional programs.*

Sexuality In The Elementary Classroom
Kalamazoo Valley Intermediate School District, April 17th 6:00-9:00. Program level: K-8. Fee: Members: $5, Non-Members: $15.

This workshop will deal with three areas of sexuality in the elementary classroom: (1) a discussion of normal sexual development and behavior for children ages 5 thru 12; (2) experiential learning in dealing with sexual issues in the classroom; (3) educational materials on sexuality for teacher and classroom use.
Instructors: Vicki Paterson, R.N., Maternal & Child Health Educator, Family Planning Project, Kalamazoo County Health Dept. Dave Tigertt, Teacher Consultant for Emotionally Impaired, St. Joseph County I.S.D.

Plants & Gardening In The Classroom
Indian Prairie Elementary School, April 28th 7:00-9:00. Program level: K-6.

Designed to explore the many possibilities of integrating language arts, creating writing, science, math, and graphing, through the growing of plants and building a garden. Participants will be able to observe and brainstorm learning centers, task cards, and activities. The "how to" of building a garden will also be explored.
Instructor: Ann Hentschel, Teacher Indian Prairie Elementary School.

*Separate workshops are offered for junior high and high school teachers. The following workshops were included in the February 1975 Schedule of Secondary Workshops; six after-school, one half-day, and one full-day workshop were offered.*

Science Swap Shop
Kalamazoo Valley Intermediate Service Center. Tuesday, February 4th 4:00-6:00. Level: 8-12. Fee: Members: $2, Non-Members: $6.

A chance for middle school and secondary science teachers to share materials and ideas. A number of area educators have already agreed to share successful strategies and materials: Cena Homan - Glacier Bingo; Cynthia Addison - Flower Pots on a Shoestring; Ken McGeorge - Performance Objectives for Biology.

Bicycle Math
Kalamazoo Valley Intermediate Service Center. Wednesday, February 5th 4:00-6:00. Level: 8-12. Fee: Members: $4, Non-Members: $12.

This program is designed to show middle school and secondary math teachers how an ordinary 10-speed bicycle can be used to teach 'rithmetic.' The bike is

a natural motivational device. Here's your chance to put it to use. The instructor will be Dick Klecka, Muskegon Public Schools.

Meaning And Language
Kalamazoo Valley Intermediate Service Center. Tuesday, February 25th 4:00-6:00. Level: 8-12. Fee: Members: $4, Non-Members: $12.

Activities and experiences that can be used in English classes to help students become aware of words in everyday situations and their effects on thinking and behavior. "To a mouse, cheese is cheese; that is why mouse traps work." The instructor will be Phyllis Alby, Kalamazoo Public Schools.

WORKSHOP CENTER
*The Workshop Center, a component of the Inservice Education Department, is open on Tuesdays from 4-8 and Wednesdays from 1-6 for individual projects and most afternoons for workshops. The following are some Workshop activities offered between January 29 and February 17, 1975.*

Tuesday, February 4 4:30-6:00, Linda Comer. Fee: Members - Free, Non-Members - $3.
Discussion Group: Diagnosis of classroom reading problems.

Monday, February 10 4:30-6:30, Chick Moorman. Fee: Members - $1.50, Non-Members - $3.
Chat With Chick Moorman: Discipline with Dignity.

Tuesday, February 11 4:30-6:30, Ruth Harring. Fee: Members - $3, Non-Members - $9.
Toys And Science: How to use children's toys to help teach basic science concepts.

Thursday, February 13 4:30-6:30, Lorna Glandt. Fee: Members - $1.50, Non-Members - $3.
Chat With Lorna Glandt: Informalizing in the Middle School.

Monday, February 24 4:30-6:30, Danna Downing. Fee: Members - $3, Non-Members - $9.
Cardematics: Using ordinary playing cards as learning tools to reinforce and motivate basic math skills in many fun-filled activities.

Tuesday, February 25 4:30-6:00, Linda Comer. Fee: Members - $3, Non-Members - $9.
Fingertip Reading Activities: Language arts is where you find it. Use newspapers and other current material to develop vocabulary and expressive skills.

Thursday, February 27 4:30-6:00, Chick Moorman. Fee: Members - $3, Non-Members - $9.
New Songs For Old Objectives: Interrelating curriculum areas through records, radio and voice. Appropriate for middle grades (4-8).

*Occasionally influential English and American educators present special Center workshops such as the following.*

Perspectives On Informal Education In British Schools

THE INSERVICE EDUCATION DIVISION OF K. V.I.S.D. IS PLEASED TO BE ABLE TO OFFER AN EXCEPTIONAL OPPORTUNITY FOR EDUCATORS IN REGION 12. SIR ALEC CLEGG IS CERTAINLY ONE OF THE GREAT EDUCATIONAL LEADERS OF THE WORLD. TO HEAR SIR ALEC CLEGG SPEAK OF CHANGING EDUCATIONAL PROGRAMS IS A PRIVILEGE IN ITSELF. TO BE ABLE TO SHARE AN AFTERNOON OF INTERACTION WITH HIM WILL PROVIDE AN EXPERIENCE PARTICIPANTS WILL TREASURE.

Kalamazoo Valley Intermediate Service Center. March 20, 1975 1:00-4:00. Program Level: K-12 Teachers and all Administrators. Fee: Members: $4.50, Non-Members: $15.

Sir Alec Clegg will be showing slides and materials he has brought from England to share with the participants as he describes changes in the British informal education program.

**The Learning Exchange**
**Kansas City, Missouri**

**2720 Walnut**
**Kansas City, Missouri 64108**
**Gail Johnston, Director**

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**Initial Inquiries**
Sandra Patzman or Gail Johnston, (816) 471-0455

**Descriptive Literature**
*What is the Learning Exchange*, free brochure.

**Visiting Times**
During center hours: Tuesdays and Thursdays 9-9, Saturdays 9-3, or by appointment. Call for summer visiting times.

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## What Goes On

Teachers take after-school, evening, and Saturday single-session workshops. They use work spaces to make their own materials from Exchange ideas. They present their own curriculum developments at monthly Teacher's Fairs and meet at occasional potluck suppers to relax and snare with other teachers. Children on field trips with their teachers come for afternoon math, science, art, or multimedia mini-courses. Parents and children together take specially designed courses, and families attend occasional neighborhood Educational Fairs put on by the Learning Exchange and sponsored by PTA's, schools, or businesses. Exchange staff goes into schools to teach workshops or consult on classroom reorganization and active-learning curriculum. They operate a store in which they sell materials developed in the Exchange, as well as commercial materials they recommend.

## For What Purposes

To provide a place where people have "the space and materials to experience their own learning, to become a learning teacher or a learning parent, not just a teaching one." To bring about an exchange among teachers and parents who believe "that learning becomes meaningful when participants are involved in the process of their own

education." To make demoralized teachers "feel better about themselves," starting out by "giving them something very practical very quickly."

## Scope

Teachers (mainly public elementary), parents, and elementary students from Kansas City and its suburbs.

## Basis for Participation

The Exchange encourages elementary teachers and parents to become members by paying a $10 subscription, but membership is not required to participate in workshops, most of which are free or cost under $5. For the most part, teachers attend Exchange workshops on their own time, although some school districts award inservice credit, and others contract with the Exchange to run inservice. PTA's, parents, or schools pay for children's mini-course participation. Exchange summer courses are offered for credit from surrounding universities and colleges.

## Setting

Second (top) floor, ten thousand square feet, of a warehouse east of Main Street and south of 27th on the west side of Walnut Street, near Crown Center and Union Station in central Kansas City. The Exchange is organized around learning centers for teachers in math, science, multimedia, language, and social studies. A small area is set aside for sale of center and commercial materials.

## Staff

*Gail Johnston*, director.
*Kay Carpenter.*
*Chris Jeserich.*
*Marshall Martin.*
*Sandra Patzman.*

## Style

"In our 'open' workshops, participants are able to question, investigate, and react with a peer group. They become more adept at understanding the processes of learning and development. They use and test one concept, one technique at a time. Then gradually, step by step, transfer this type of learning environment into classrooms for the kids. The teacher needs to walk in the classroom one

step at a time." The Exchange encourages parent participation, not to drill school skills, but to help parents work with and learn about their own children.

## Origins

In September 1972 the Exchange was started by Gail Johnston and Mary Watkins, suburban homemaker/mothers who had been classroom teachers. Interest was high from the beginning: an October 1972 article on the women's page of a metropolitan newspaper produced letters from 250 teachers in one week. Community and business support was gathered on the basis of this participation; school district administrative support is following.

## Organization, Management, Funding

The Exchange is a nonprofit corporation with a board of directors drawn from community, business, and education. Exchange founders continue, with staff, to shape programming. In addition, an Area Advisory Board of classroom teachers, representing different segments of the metropolitan area, represent teacher needs to the staff. Support has come through grants from the Junior League, Kansas City Association of Trusts and Foundations, and private donations, as well as from memberships, fees, and sales of materials. Free space was first provided by Grace and Holy Trinity Cathedral and now by Hallmark Cards, Inc. Junior League members contribute substantial volunteer time.

## Topics for Exchanges

Parent/family participation in center activities; working out inservice programs for and with school districts; implementing a teachers' internship program.

## Publications

Newsletter, THE EXCHANGER, published six times a year, $3.50, back issues, $.50. EXCHANGER posters, $.50.

Graves, Ginny, (editor). *Early American Toymaking.* The Learning Exchange, 1973, $1.10. Booklet describing early American toys and how to make them.

*Inflatable.* A 12' x 11' plastic room that inflates with a window fan, $10.

*Kid City Construction.* The Learning Exchange, 1974, $3.50. "A teacher's guide designed to broaden a child's perception of the world and to help the child discover community resources. Helps teacher lead class, through exploration of their community, to actual construction of a model city."

*Kid City Vehicle Kits.* Contain wood pieces, screw eyes and sandpaper. Six models, easy to assemble. Ages 4-9. Prices range from $1 for small car to $4 for five-car train.

The staff requests that orders be accompanied by postage, $.50 for kits and books, $2 for the *Inflatable* (if sent to an individual) or $.25 (if sent to an institution).

# Glimpses of Programs

*The following workshops are excerpted from the center's March 11 through April 1, 1975 calendar.*

Building For The Classroom - Repeated by popular request! Tuesday, March 11 6-9pm. $2.50. Marshall Martin. Everything you've ever wanted to build for the classroom but never had the know-how, space, or time! An informal evening for sawing, measuring, building for and stocking the classroom. Build learning tools for math and science, computer boards, and learning centers.

Experiential Learning Workshop - A rewarding evening! Tuesday, March 25 6:30-9:30. $3.50. Carole Lomond. Be a camera! Draw your dreams! Explore awareness! Yourself and your imagination are the source of discovery. Experience will stimulate drama, writing, and art projects. Few inexpensive materials will be needed to initiate these ideas in your own classroom.

Printmaking And Bookmaking - Don't miss this one! Thursday, March 27 6:30-9:30. $4. Kay Carpenter and Sandy Patzman. Make your own printing stamps from easily available materials. Create cloth bound books, patchwork book covers, spiral bound books, "how-to" books, and shape books. What better way to instill an interest in books and letters than to show kids how to make their own!

Converting To The Open Classroom
Tuesday, April 1 4:30-7:30. $3.50. Irv Belzer.
An evening of slides and ideas from British and American integrated day schools, focusing on opening up the traditional public school classroom. You'll go home with specific ideas for learning centers and how to most effectively use them in your classroom. (They can be valuable in large or small doses depending on the teacher and the students.)

*From April 1975 Exchange flyers.*

Teachers' Fair
Enjoy an evening in the interrelated arts. Learn about space creativity and the art in our environment from area architects. Make interesting toys and discover their potential in the classroom curriculum. Build musical instruments. Find the mathematics in weaving. Create miniature cities. Design pottery without a wheel or kiln. Relax in the inflatable with films and idea sharing.
The Learning Exchange Staff and Area Experts - April 16 6:30-9:30 - $5.

Saturdays For Families
Saturdays For Families are a first for the Learning Exchange and the community, based on the premises that families like to spend a Saturday morning together having fun while learning and making

things and that the Learning Exchange has a wealth of interesting projects to share with families.
Saturday workshops (other than Family Math) are for people 5 years and older, no children without parents please. All Saturday workshops will be held from 9-1 on a come-when-you-can basis. Workshops fees are $5 per family or $3 per single adult plus materials. Please pre-register. Phone 471-0455.

Bathtub Physics
Make and play with water pumps, water wheels, siphons, boats, bubbles, colored solutions, and action-man divers. Learn how to use your bathtub more creatively and scientifically. The Learning Exchange Staff - April 5.

EDUCATIONAL FAIRS
*Families are invited to attend Educational Fairs sponsored by PTA's, schools, or other groups. A Fair consists of about 20 "booths" filled with learning activities--projects to make, experiments to perform, and cardboard to work with. The following description is drawn from the center's winter 1974 newsletter:*

Super Colossal Absolutely Great!! Educational Fun Fair, December 8 at the Learning Exchange. Forty learning by doing projects, i.e., printing cards, puppets plentiful, toymaking, dome building, ornaments, glue-in, paper lace, movies, gifts, reading games, jewelery, science and math, experiments, bring pringle cans. 10-3, person $1, family $2.

RECYCLE RESOURCE CENTER
*The center has been funded through Junior League to expand its recycle operation. In August 1975, staff will begin collecting materials and building an inventory of ideas for projects; workshops and fairs for families and personnel in organizations like the YMCA and Scouts are scheduled to start in January 1976. Volunteers will help run the program. Materials and sheets explaining some uses of "scrounge" will be sold through the center; a $3 fee will be charged for workshop supplies and participation. Staff anticipate that the operation will at least break even by the second year, and make a profit during its third year.*

TEACHER INTERN PROGRAM
*In August 1975 the center will begin an internship program; three teachers from Kansas City area public, parochial, or private schools will join the staff for a school year. Teacher intern responsibilities will be to lead workshops; plan and carry out teacher fairs; visit schools to advise, evaluate, and gather ideas; and develop center displays. The Association of Trusts and Foundations will provide initial funding for teacher intern salaries and consultant trainers. Center staff anticipate that school districts, corporations, or state and federal funds will help support the program after its second year.*

"The Intern Program will offer the participating teacher a change of pace, a chance to research, experiment with new ideas...(It) will mean valuable added (center) staff members...not just more hands but fresh outlooks, ideas and resources. Intern teachers will return to their districts...with increased skills, ideas, resources, and confidence in themselves and their profession....Interns can help to build a better educational system for all by facilitating greater exchange of ideas between districts."

**Minneapolis/University of Minnesota Teacher Center**
**Minneapolis Public Schools**
**University of Minnesota**

**155 Peik Hall, University of Minnesota**
**Minneapolis, Minnesota 55455**
**Fredrick V. Hayen, Director**

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**Initial Inquiries**
Marilyn Johnston, (612) 376-4580

**Descriptive Literature**
*Teacher Center-October 1974* free brochure; *Centerfold* occasional bulletin; concept papers (see "Publications" section).

**Visiting Times**
Weekdays by appointment with Marilyn Johnston

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## What Goes On

1. As the inservice facility for the five Southeast Alternatives (SEA) public schools (an NIE Experimental Schools Project): the Center carries out decisions of an elected teacher/administrator/parent board, which dispenses funds for inservice workshops, teachers' curriculum development, and professional study or travel; and it houses five subject-matter specialists, who consult with SEA teachers, help them develop new curriculum, and give workshops.

2. As a leadership development and renewal stimulus for the whole school district: the Center places experienced public school teachers as interns in the SEA open school; accepts principals as Center interns to learn about alternative schooling; helps teacher/parent/administrator committees in other areas of the city to assess neighborhood educational needs, design alternative schools, and develop satellite workshop centers as resources to help teachers change their classrooms.

3. As an instrument for University/public schools collaboration: the Center places and supervises student teachers and school social workers in SEA schools; SEA

teachers and administrators help teach University preservice students on campus; teachers and faculty together design preservice and graduate education courses, such as a new, competency-based program in social studies.

4. As a multipurpose school renewal/support organization: the Teacher Center houses and weaves together the work of Community Education (adult evening programs), Community Resource Volunteers (parents and community people working as instructor aides), The Paraprofessional and Career Opportunity Program, and The Exchange (State Facilitator Project, Title III, providing information and consultation to school districts in southeast Minnesota about "validated" education innovations developed under federal funding).

## For What Purposes

To provide preservice, inservice, and curriculum development programs for alternative schools. To bring to bear joint action by University, public schools, and community people to achieve Minneapolis Public Schools' triple priorities of decentralization, desegregation, and alternatives in schooling. To experiment with a form of governance which places an organization's resources to large degree under the control of its constitutents/clients. To plug the college of education into public-schools reality and to connect public schools with University research and training capabilities.

## Scope

Teachers, paraprofessionals, community volunteers, parents, and students in the Southeast Alternative schools (four elementary and one secondary) are served by the inservice and curriculum development programs of the Center. The leadership development programs are directed toward staff in other decentralizing areas of the school district. There, clusters of alternative schools are being created through joint teacher/administrator/parent needs assessment, planning, and training. Preservice students from the University of Minnesota and several other colleges are placed in SEA schools by the Center.

## Basis for Participation

Inservice courses are free. Almost all teacher participation in Center programs is on a release-time basis. SEA teachers in teams of three are released one-half day each week on "Community Day"; Community Resource Volunteers

take over the classroom or the students go out to community sites. A large amount of staff time is contributed free for collaborative planning with each other and with parents. Center personnel believe that this happens because the planning bodies are autonomous: their decisions are not subject to higher administrative review. To an unusual degree, parents participate in schools as volunteer teachers, curriculum developers, and program planners; as such, they are involved in the Teacher Center.

## Setting

The Teacher Center is located in administration and faculty offices, on the main floor of a college of education office and classroom building, near the University Avenue gate of the University of Minnesota main campus. The director and core administrative staff share one office, which opens on a lounge where meetings are held. Programs are run in school buildings, as the Center has no workshop space of its own.

## Staff

*Fredrick V. Hayen*, director, leadership and organization development specialist, former teacher (secondary).
*Kenneth Howey*, codirector and University program development specialist, associate professor of education, University of Minnesota, former principal (Madison, Wisconsin).
*Randall Johnson*, clinical coordinator of student teachers, former teacher, Marshall/University High School, and SEA evaluator.
*Margaret Shryer*, SEA inservice coordinator, former teacher, Marshall/University High foreign language.
*Diane Lasman*, program development specialist and director of The Exchange, Office of Education State Facilitator Project, former community liaison for SEA (K-12).
*Don Rickenberger*, coordinator for East Area Teacher Center, former schools social worker and paraprofessional trainer.
*Ken Jadlelok*, SEA curriculum specialist for science (K-12).
*Roger Sandau*, SEA curriculum specialist for industrial arts (K-12).
*Inga Anderson*, SEA curriculum specialist for language arts and integration of curriculum (K-6).
*Joan Fehlen*, SEA curriculum specialist for math (K-6).
*David O'Fallon*, SEA curriculum specialist for drama/movement (K-12).
*Marlene DeLott*, community resource volunteer coordinator,

former community organizer.
*Wendy Weimer*, fiscal coordinator, former teacher (ESL).
*Eleanor Felker*, clinical coordinator for Intern Social Workers, former schools social worker.
*Peggy Hunter*, resource teacher for Alternatives for West Area Staff, on leave from classroom teaching, Marcy Open School, SEA.
*Marilyn Johnston*, secretary.

## Style

Throughout Minneapolis, there is strong impetus to try out new ideas for schools, and more than rhetorical commitment to participatory decision making. Some believe that risks can be taken and changes can occur in Minneapolis that would not be possible elsewhere. The Southeast Alternatives Project, from which the Teacher Center emerged, appears to be a high-morale, high-staff-energy community of schools with more than usual interschool sharing, even though each is supposed to be a different model--e.g., "open," "free," "continuous progress," "contemporary" (traditional). "SEA is an open communications system. This means that communications among teachers, administrators, and staff tend to be nonjudgmental, and people can hear the good news and the bad news without threat. It also means that people contribute extra energy because they see that they are in control." As Teacher Center staff attempt to communicate this flavor to other areas of the school system that have mandates to decentralize and design alternatives, they look for "self-identified teacher-teachers, people who have courage to take risks, people not demanding answers but only a process to find their own answers."

## Origins

In 1970-71 the Southeast Alternatives Project (SEA) began to develop alternative public schools within the mixed-population neighborhoods adjoining the University of Minnesota. A director of staff development and a cadre of curriculum specialists were resources for the SEA teachers. In 1972 a teacher/parent board (teachers in the majority) was formed to allocate moneys intended for teachers to design new curriculum for the Alternative schools and for inservice training. In 1973 these SEA inservice activities were used as the nucleus for the Teacher Center, formed in collaboration between Minneapolis Public Schools and the University of Minnesota. The Teacher Center was conceived as 1) an idea bank and staff support system for

Minneapolis' district-wide move to offer each geographic area of the city several different modes of schooling; and 2) a conduit through which University faculty and students could learn from, teach, and work with Minneapolis school people, especially in meeting the state legislative's mandate for competency-based credential programs in the University.

## Organization, Management, Funding

The University dean of education and the Minneapolis schools superintendent each appoint four members (from faculty, teachers, and community) to the Teacher Center Board, which hires the Center director and allocates program moneys provided equally by the public schools and the University. The Center director also has responsibility for the SEA inservice program (NIE funding of which is phasing out). An elected committee of teachers, parents, and administrators (teachers in the majority), dispenses inservice training and curriculum development funds by reviewing proposals for mini-grants from staff in the SEA schools. Decisions of this inservice committee are *not* reviewed by the Center director or Board. Also included in the Teacher Center is the SEA Community Volunteers office, the school district's paraprofessionals training and Career Opportunities programs.

In addition to the program moneys for developing new University courses and running teacher workshops, both the University and the public schools contribute staff. (A major source of SEA curriculum specialist staff has been NIE Experimental Schools funds which end June 1975). In addition, the Teacher Center has a separate grant from NIE (Schools Problem Solving Group) to develop leadership and design a satellite teachers' center for a cluster of elementary and junior high schools in the east area of Minneapolis; and another from Teacher Corps to provide University/public schools collaboration in staff renewal for a group of north area schools.

## Topics for Exchanges

Leadership development, organizational renewal for decentralization and desegregation, open education, multicultural curriculum, paraprofessionals training, community relations, and parent volunteer programs.

## Publications


Davis, John B. Jr. *"The Teacher Center as a Strategy for Local School Renewal."* Paper presented at American Association of School Administrators convention, Dallas, February 24, 1975.

Hayen, Fredrick and Kenneth R. Howey. *"Bibliography on Alternative Schools."* The Teacher Center, 1975.

Howey, Kenneth R. "Comprehensive Renewal in the Public Schools: The Context and Potential of Teacher Centers." *Journal of Teacher Education*, XXV (1), Spring 1974, pp. 26-30.

Howey, Kenneth R. and Fredrick V. Hayen. *"The Teacher Center: A Vehicle for Public School/College Collaboration in Comprehensive Renewal."* Paper presented at American Educational Research Association, Washington, D.C., April 3, 1975.

Rose, Donna and Bob Rose. *"The British Teachers' Centers."* The Teacher Center, 1974.

Sweet, Alan. "A Decade of Paraprofessional Programs in Minneapolis Public Schools." *Career Opportunity Program Bulletin #6*, 1974-75.

*"An Overview of Alternative Education: Implications for a Teacher Center Model."* The Teacher Center, February 1974.

*"In-Service Committee Guidelines and Policy for Proposals."* The Teacher Center, 1974.

*"MPS/UM Teacher Center Goals, Objectives, and Services."* The Teacher Center, March 1974.

*"Principles Related to Inservice Needs Analysis and Resultant Training."* The Teacher Center, January 1975.

# Glimpses of Programs

Workshops. October 8, 15, 11, 1974

*The following program was offered by the Teacher Center to both elementary and secondary teachers in the Southeast Alternatives Area. Each workshop was held during three Tuesday afternoon release time periods. The workshops were requested by SEA staff and taught by classroom teachers, community faculty, resource teachers, community resource volunteers, parents, professional trainers, and consultants.*

LEADERSHIP DEVELOPMENT
Leader: F. Hayen
Peik Hall
Includes MOTIVATION theory, the effects of POWER on organization and CHANGE theory. A highly condensed version of the leadership program that focuses on techniques for diagnosing the needs of the members of an organization and provides a model for applying adaptive leader behaviors to the situation.

THE "WHO SAID YA HADDA' BE A TEACHER" WORKSHOP
Leaders: J. Stengel, D. O'Fallon, M. Kerr, P. Muyres
Walker Community Church
Movement, improvisation, objects and images will be used in an effort to allow each of us first to distance ourselves from our own surrounding culture, then to question and examine critically our role in this culture; and finally to feel deeply and think critically of the implications.

"FUTURES" WORKSHOP
Leaders: M. Delott and "Future People" as reactors
Peik Hall
October 8
Intro-Sufistories. Fact Bucket & Resources. Participants tell how they would prepare kids for future.

October 15
Prophecy/myth creation. Science Fiction. Perception as it relates to future.

October 22
Bio-time cyclic chain reactions. "Future gathering." Cooperation & communication skill bank.

"WHAT IS DELIBERATE PSYCHOLOGICAL EDUCATION ALL ABOUT?" AND "HOW CAN I APPLY IT TO MY CLASSROOM"
Leaders: N. Sprinthall, K. Rustad & others
Elliot Hall
Session I: Psychological Education - an Overview; Examples of Interaction video-taped).
Session II: Psych ed. relates to moral and ego development; what stage theory says about moral judgments & growth.
Session III: Future Perspectives - Interaction of Sessions 1 & 2.

SCIENCE WORKSHOPS
Leader: K. Jeddeloh
Tuttle School
The workshops offer units at primary and intermediate levels and are not sequenced courses, so that teachers can select those sessions of most interest to them.

First Tuesday
Primary
1) Seeing Differences in Materials
2) Match and Measure
Intermediate
1) Optics

Second Tuesday
Primary
1) Primary Balancing Mobiles
Intermediate
1) Microgardening

Third Tuesday
Primary
1) Rocks and Minerals
2) Thermometry
Intermediate
1) Balloons and Gasses/Butterflies

"WHAT YOU ALWAYS WANTED TO KNOW ABOUT COMMUNITY RESOURCES, BUT WERE AFRAID TO ASK."
Leaders: J. Farmer and M. Marrow plus resources
"Field work" in community resources will be the focus of these sessions held in Marcy's "City Hall." (in the Portable)

INTEGRATED CURRICULUM
Leaders: S. Jumelle-Picokens and M. LaFleur
MUHS
Afro-American Music and Literature in an historical context. Poetry, Folklore and Literature are combined with African Music, Spirituals, Blues, Gospel, Jazz, Soul & Classical Music in presentations using tapes, films strips & print materials.

"HANDS ON" TV WORKSHOP
Leaders: D. Davies, J. Devin, G. Kubera
MUHS
Participants will familiarize themselves with basic video system and special effects generator through actual production of video tape, followed by critique and discussion.

## In-Service Committee Grants

*An elected teacher-parent-administrator board reviews staff requests for Southeast Alternatives inservice and curriculum development money (NIE Experimental Schools Program). Such requests come in the form of mini-proposals from one or more teachers and other staff members or the principal of one of the five schools in Southeast.*

*Proposals request stipends for teachers to plan new core curriculum; to travel to attend professional meetings; to hold whole-school workshops; to develop new curriculum materials.*

## Teacher Center Projects

*The Teacher Center Board allocates the program development funds provided jointly by the University and the school district. Among the ten projects the Board funded in 1973-74 were the following:*

1. Eight experienced teachers from Minneapolis schools were provided with a one quarter internship in the SEA Open school. This internship in open education included full time staff assignments for interns, working as trainees under experienced teachers at Marcy Open School. Two of the Marcy teachers formed an instructional team with a University professor to work with a group of undergraduates who were also training to be open school teachers. These teachers helped design the courses and seminars and assisted in the instruction.

2. The Emerson school, a special education facility which serves many severely damaged children, was provided with a comprehensive staff training program. The Special Education Department of the University cooperated in providing these services. Some second year funding was granted to complete a materials resource center in the school, to provide continuing assistance to the program and the faculty.

**The Mountain View Center for Environmental Education**
**University of Colorado**

**1511 University Avenue,**
**Boulder, Colorado 80302**
**David Hawkins, Director**

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**Initial Inquiries**
Alison Robinson (303) 492-8421

**Descriptive Literature**
Leaflet available for nominal charge.

**Visiting Times**
Monday afternoons throughout the year, 1-5 p.m.; other times by appointment with Ms. Robison. Center is open weekdays 9 a.m. to 5 p.m.

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## What Goes On

Local teachers attend after-school and evening series (8 or 10 sessions) of workshops. In summer, intensive two-week workshops attract teachers from farther afield. At teachers' invitation, advisors from the Center go to schools to work in continuing relationship with one or more teachers in their classrooms (typically, a half-day or one day per week). Together, teachers and advisors identify, gather, develop, and adapt materials from the environment; thereby, they hope to engage teachers in continuing to explore how children learn, and to engage children in investigating the world around them. From time to time, advisors give short courses away from Boulder, planning a coherent series of activities with teachers who are ready to rethink their instructional programs.

## For What Purposes

"The *substantive* purpose of the Center is expressed by the second half of our name--'for Environmental Education.' We intend to call attention to the ultimate fact that all education should be involved directly with the 'environment,' the real world of man and nature. It is our aim to help teachers develop ways of bringing that environment back into schools from which it has too long

been absent, and to link it intimately with the elements of skill and knowledge with which schools are traditionally and properly concerned. Children do not learn well in isolation from 'hands-on' activity in a rich environment drawn from and linked to the surroundings in which they live."

"Our *institutional* purpose is to demonstrate that a relatively small group of people with special professional skills who are devoted to aiding teachers can make a substantial and growing contribution to the quality of education in some schools which seek their help...and thus to provide an American prototype of a potentially major new component in school systems. We also see it as necessary to maintain and extend national and international connections with other groups having the same basic commitments and which have ties with schools, and with teachers and their children."

## Scope

Boulder Valley area public schools, Head Start, and day care programs. Some extensions (by contract) to Denver, Colorado, and adjacent states. The Center has worked with Indian reservation VISTA teachers, (Pine Ridge, South Dakota), with a parents' summer program, and with University students and visitors doing internships in the Center.

## Basis for Participation

Teachers volunteer their own time to attend workshop series for which the only charge is a $5 materials fee. They can arrange to take a course for University credit. Participation is limited and based on a teacher's commitment of substantial continuing time and work. "We are not here to make teaching a little better for everyone. We have got to make it a lot better for those who want it. Since we aim for long-term change, we must begin trying to make our student's learning experience good enough to be self-sustaining. This is like planting a good seed."

Local advisory services are provided at no charge if invitation is made by teachers, their administrators, and the school district. Workshops away from Boulder are arranged through contracts.

## Setting

The first floor of the Old Armory across the street from

the University campus. Workshop rooms filled with environmental materials for teachers' work in math, physical and biological science, music, social studies, weaving, and other crafts. Library.

## Staff

*David Hawkins*, director, professor of philosophy, University of Colorado, first director of Elementary Science Study.
*Frances Hawkins*, early childhood education specialist, consultant in day care and Head Start, teacher (San Francisco).
*Maja Apelman*, consultant with specialties in social studies and early childhood education, teacher (New York).
*Ronald Colton*, science professor (England), science curriculum developer (Colorado and England).
*Tony Kallet*, editor, musician, psychologist, advisor (seven years in Leicestershire county education authority).
*Barry Kluger*, science/math workshop instructor, physicist.
*Charles Mena*, specialist in early childhood education and Spanish-American bicultural, bilingual education, teacher (Los Angeles).
*Jane Richtmyer*, crafts workshop instructor, painter and weaver.

## Style

All staff perform a combination of roles: 1) working in schools with teachers and principals "who are dissatisfied in some way with what they are doing"; 2) teaching workshops in the Center for teachers; 3) identifying and developing the potential for teaching about natural and junk materials in the environment, or resources in communities, which are easily accessible to teachers.

In a classroom an advisor works alongside the teacher; *not* giving demonstration lessons, *not* as curriculum specialists: "we wish our role to be that of a catalyst." In a workshop, staff aims to help teachers "learn in some depth and at their own level about some aspect of the world...so that their enthusiasm and substantive knowledge may provide a basis for reconsideration of whole curriculum." In developing resources, the staff does not design equipment, kits, or guides for students. It does select and present a great variety of materials to teachers, engages them in the many possible uses of found materials, and helps individual teachers adapt what they like for their classrooms.

## Origins

In 1965, after starting and shaping the Elementary Science Study at the Education Development Center in Newton, Massachusetts, David and Frances Hawkins returned to the University of Colorado and created the Elementary Science Advisory Center. In July 1970 Mountain View evolved from the existing center and from the Hawkins' observation of, and other staff members' experience in, English advisory work with teachers in informal classrooms.

## Organization, Management, Funding

The Center is a University of Colorado project jointly funded by the University and the Ford Foundation. Additional support comes from contracts and from a National Science Foundation grant for instructional/curriculum development. Workshop programming is developed by the Center staff.

## Topics for Exchanges

Techniques of advisory work with teachers. Teacher involvement in curriculum development. Environment in the curriculum.

# Glimpses of Programs

In planning our workshop courses we have tried to keep in mind the necessary balance between teachers' own fresh immediate relevance to their classroom work, and their concern for help in specific aspects of teaching. We are unwilling to surrender to a 'tips to teachers' style of work; on the other hand we wish to help teachers in every way to translate their knowledge and interest into successful classroom work. It has been part of our own experimentation and learning as a staff to find ways of designing our courses to combine these goals.

WORKSHOP COURSES, SPRING, 1975
(All courses will have their first meetings the week of February 3rd. Workshops will meet for a minimum of eight weeks with additional meetings if these prove desirable.)

MONDAY
The Mathematics Curriculum--A Seminar. David Hawkins and Barry Kluger. 7:30 to 9:30 p.m. Limit: 10 people.

Our hope is to review the substance of elementary school mathematics and help each other develop some strategies for diversifying and enriching children's math activities. An important part of the seminar will be exploring ways in which the wide range of materials we and others have developed over the years may be brought into practical relation to existing curricular expectations. We expect that participants will be drawing upon their past and current classroom practice to give us, and each other, practical experience and ideas.

TUESDAY
Sounds and Music. Tony Kallet. 4:00 to 5:30 p.m. Limit: 6 people.

The world is full of sounds that are more often heard than listened to. We learn to shut out much of the sound that surrounds us; this is both necessary and unfortunate, as sounds can become a source of pleasure, can be sorted, organized, combined. An awareness of the richness of the world of sounds provides as excellent basis for making and listening to music. Starting with as rich as array of sounds as possible we will combine and organize them, always searching for ways in which sounds can become music. We will explore rhythm and melody which are stylized ways of combining ordinary and special sounds. The course requires no previous musical experience. I hope that during the course of the workshop each participant will be able to come to the music laboratory for at least one hour of individual work.

WEDNESDAY
Plants in the Classroom. Ron Colton and Chuck Mena. 4:00 to 6:00 p.m.

A workshop to give practical experience in the propagation of indoor plants by seed and cuttings of various kinds, the

management of these plants, preparation of soils, and construction of simple terraria. We shall emphasize the opportunities for classroom experiments that can arise in the course of such activities.

THURSDAY
Making Books. Jane Richtmyer and Chuck Mena. 3:30 to 5:30 p.m. Limit: 10 people.

We will use simple materials, try various ways of printing texts, designing and printing papers for covers, and binding. We will talk about how books made by children in the classroom can enhance all the work the children do in school. We hope that many topics will come up along the way: a look at the history of books; classroom book publishing centers; the use of books made by children in connection with reading and language development; how making books can make connections between children's life outside school and their classroom life; and many more. We invite participants to share their questions and ideas with us.

FRIDAY
Pipes and People: Social Studies in Your School. Maja Apelman. 3:30 to 5:30 p.m. Limit: 6 people.

The school building provides many rich and varied starting points for social studies explorations. Pipes come into and leave the building. People come into and leave the building. Where do they come from? Where do they go?

If you want to focus on people and their work; on the children's background or their use of school space; if you want to investigate food service, garbage collection, water supply, or building materials; if you want to do a geographical study -- you can start right where you are: in your school.

This course is intended for teachers in K-3 who want to develop a strong social studies core in the curriculum. The course will be limited to six people so that we can meet at least once in each teacher's school. The first meeting will be at the Mountain View Center.

## Publications

Colton, Ronald. *Plants in the Classroom.* Mountain View Center, $1.

Colton, Ronald. *Science Equipment in the Elementary School.* Mountain View Center, 1974, $1.

Hawkins, David. *Daytime Astronomy.* Mountain View Center, $1.

Hawkins, David. *The Informed Vision.* New York, N.Y.: Agathon, 1974, $8.95. A collection, with Hawkins' connective commentary, of 15 essays on education he has written over the past ten years. *"I, Thou, and It," "Messing About in Science," "On Living in Trees," "John Dewey Revisited," "On Environmental Education," "Childhood and the Education of Intellectuals,"* and others.

Hawkins, Frances Pockman. *The Logic of Action: from a Teacher's Notebook.* New York, N.Y.: Pantheon, $2.95 (paper), $7.95 (hardcover). An account of advisory work with a teacher and her group of six deaf preschoolers, illustrating development of language and learning through children's active experience with environmental materials in the classroom.

Kluger, Barry. *Geometrical Tiles in the Classroom.* Mountain View Center, 1974, $1.

Paull, Dorothy and John Paull. *Yesterday I found...,* Mountain View Center, 1972, $3.

Quarterly journal, OUTLOOK, edited by Tony Kallet, $5 a year, $8.50 for two years, circulating in U.S., Canada, United Kingdom. Journal and photos of a year's classroom work with a class of English 9 to 11-year-olds, using natural and man-made objects from the environment as starting points for learning.

*The First Four Years: 1970-1974.* Mountain View Center, 1974, $1.

The following mimeographed papers by Mountain View Center staff are available by mail for 50¢:

Away from Stages

Bubbles

Children in the Environment: A Scientific-Philosopher's Point of View

Drops and Streams

Fun and Games with the English Language

Handwriting

Is It a Conglomerate?

One Blue Jay

Piaget Rediscovered

Pottery for Teachers

Reading in the Informal Classroom

Some Thoughts on Children and Material

Three Days In Washington

Square 2, Square 3

Ojo de Dios

Some Basic Equipment for Infant Classrooms

Some Notes on Early Roots

Will Anybody Raise a Hand for Passivity?

What It Means to Teach

The Life of Learning

Balancing Basics, 3 R's Revisited

**Open Space Environmental Teacher Center**
**Culver City, California**

**4940 Sepulveda Boulevard**
**Culver City, California 90230**
**Edward Gans, Director**

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### Initial Inquiries

Edward Gans or Ruth Glatt, 391-5215. Staff requests that people outside the local area write for information.

### Descriptive Literature

Brochure, *Portfolio 1972*, $1; flyer, *Teacher Center Menu*, $.50.

### Visiting Times

Monday through Wednesday, 3-6, or by appointment with Ruth Glatt. Center hours: 3-6 Monday, Tuesday, Wednesday, and Friday.

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## What Goes On

Teachers attend 10-to-15 week courses in informal education (Multi-Level Learning and Multi-Ethnic Creativity), environmental education (Spaceship Earth and Ecowebs), and short workshops that are scheduled on request (creativity, silkscreening, tai chi, film making, classroom physical environment, and dulcimers). They drop in to use Center equipment and facilities--wood and cardboard carpentry tools, library, film viewing area, and darkroom for individual or group projects. The Center's field staff goes to nearby schools to help teachers integrate environmental studies into the regular curriculum; they work with students, teachers, community consultants, and parents to provide a new classroom environment or to build a school garden or environmental study site (lawns, ponds, patios, geodesic dome hothouses, animal shelters).

## For What Purposes

"To demonstrate informal teaching methods and to identify resources in and around our city that can assist everyone in understanding our environment; to encourage teachers, children, and parents to become aware of their world--to

investigate it, to explore it, to learn about it, and to care for and enhance it."

## Scope

Any public or private school teacher, aide, parent, school volunteer, administrator, or school support staff in the Los Angeles area may use the Teacher Center. Most participants are elementary teachers from Los Angeles city public schools. Culver City, Santa Monica, Beverly Hills, Inglewood, and Los Angeles County educators also attend.

During 1974-75, under Title III funding, advisors worked in two Los Angeles City District elementary schools, Chandler and Plummer.

## Basis for Participation

Participation is voluntary and free; teachers attend on their own time. All courses carry district inservice credit; University of California at Los Angeles, San Fernando Valley State University, and Immaculate Heart College extension departments also award credit for most courses. Upon request, advisory services, supported by Title III funding during 1974-75, are offered at local schools. Prior participation in Center classes is an important criteria for school selection.

## Setting

The Center is housed in a remodeled warehouse on a busy Los Angeles street near the San Diego and Santa Monica Freeways. The warehouse is divided into separate rooms for viewing films, quiet reading, or activities including ceramics, painting, weaving, sewing, cardboard carpentry, and photography. Numerous displays on topics like city planning, geography, environmental design, math (metrics), and science are hung on room dividers and brightly colored walls.

## Staff

*Edward Gans*, director; architect, teacher on a mobile school, university lecturer.
*Ruth Glatt*, educational advisor; teacher (elementary, gifted, and EMR) university guest lecturer.
*Harriet Cohen*, school/community relations; counseling and guidance, university teaching assistant.
*Char Warwick*, resource person; teacher.

*Rik Gutierrez*, resource person; landscape designer, sculptor, industrial designer, graphic artist, designer of public mini-parks.
*Nancy Wolf*, office manager; secretary, receptionist, artist.

Part-time staff and lecturers include those with expertise in movement and dance, philosophy of education, geography, music, art, photography, crafts, math, marine biology, organic gardening and nutrition, urban design, animated film making.

## Style

During the academic year, two of the six full-time staff members work in the Center; three work with teachers at two schools; and the director works in both areas. The field team is composed of one staff member who has experience in adult guidance and counseling; another who has built mini-parks; a third who is responsible for integrating environmental studies into the complete curriculum and for working with parents; and the director who organizes and leads curricular field studies. Members of the field team occasionally give workshops and advise teachers in the Center, but their main work setting is two Los Angeles City schools, Chandler and Plummer Elementaries. "The projects depend entirely on where the teacher is at; they may involve just a class, maybe the whole playground."

Field work with teachers and development of the Teacher Center began simultaneously. However, staff do not feel that this was necessarily the best way to initiate a program. "If we were to do it again, we would not start a teacher center and an advisory service at the same time; now we think it is best to work at the *Center first*, until we build a working team of center staff and a few teachers from one school. When you start by going into the school, you are an outsider coming in; it takes a long time to develop trust, willingness for the teachers to take a risk and begin participating in the program."

Although special, single-session workshops are offered whenever enough people are interested in a topic, the Center's program is organized around four multisession courses given once every year, two in informal education: Multi-Level Learning and Multi-Ethnic Creativity; and two in environmental education: Spaceship Earth and Ecowebs. The informal education courses (48 hours over 15 weeks)

are conducted "like an open classroom for teachers; activities range from philosophical discussions to PE. Teacher learning is not always directed; the teacher has a choice of setting her own goals for the course." The staff contrasts this style to teacher instruction which centers around curriculum materials. "We are not a place where teachers come to pick up a super nifty gadget; we think it's important that teachers can come here to talk over successes and problems, that they have a shoulder to cry on. Our feedback sheets mention that the Center has a 'human quality, not professionalism'; we have nothing against professionalism when it's *human*. We are not 'servicing' human beings; we are dealing with feelings."

## Origins

In the spring of 1971 a group of parents, professionals in design fields, and university students (with an Advisory Board of teachers, university professors and deans, government representatives, and civic leaders) wrote a proposal and received a grant under the Environmental Education Act. The group remodeled an old warehouse in Venice, California and began offering in-school advisory help to teachers in one school. The Center served as a workshop for children during the school day and after school, and for local teachers at night. In 1973 they received Title III ESEA funding for three years and moved to larger quarters and expanded environmental education advisory work to teachers in three schools.

## Organization, Management, Funding

Since 1973 all funding has come from a three-year U.S. Office of Education Title III grant. The Center, a nonprofit organization, cosponsored the Title III proposal together with the Los Angeles City Unified School District. Donations of supplies and equipment such as typewriters have been made by local individuals or businesses.

A group of about 20 professional and civic leaders (including a public school teacher, a principal, a superintendent, seven college professors, a dean and a former dean, a congressman, three city councilmen, editor of the LA *Times*, and representatives of local conservation and political organizations) lend their names and serve as consultants to the Center; they do not meet as a group. Participants are encouraged to suggest workshop topics; an advisory board of teachers is planned.

## Topics for Exchanges

Physical environments for indoor and outdoor learning, school yard and field trip environmental studies. Psychological environments for school/community support of informal education and change.

# Glimpses of Programs

*Environmental education course participants attend classes at the Center for 32 hours during a 10-week period and study the natural and urban environment --for example, what can be done to change classrooms, how to organize on-site projects, and what resources are available in the community. Forty-eight hour informal education classes, Multi-Level Learning, and Multi-Ethnic Creativity, and specially requested mini-courses are also offered at the Center. Monthly calendars are not distributed; instead, participants are encouraged to call the Center for current class schedules. The following information is drawn from the Center flyer.*

Multi-Level Learning
Mondays 7pm or Thursdays 4pm plus Saturday Field Trip. 3 Credits.
A course in - not about - Information Education for adults. Silk screening, metrics, body movement, classroom photography, tie-dye, animation and film-making, polyhedrons, visual arts, music, community involvement.

Ecowebs
Wednesdays 7pm plus two Saturday Field Trips. 2 Credits.
The EARTH is a Spaceship...and we are its' maintainers. Microcosm/macrocosm, urban growth, city planning, basic ecological principles, energy, marine biology, nutrition, gaming and simulation.

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Sparking Creativity
1 Credit.
Sensory/awareness processing, non-verbal communication, self-observation, releasing our "spontaneous inner child" through graphic and visual art, theater games, poetry, fantasy, visualization.

Silk Screening
1 Credit.
From poster-making with paper stencils to textile printing with photographic stencils.

Tai Chi Chuan
1, 2 or 3 Credits.
Exercises for developing physical fitness and concentration particularly effective with hyperactive children.

Classroom Film Making
Animation, camera work, editing techniques. Organization and production of animation films with applications to a classroom math program.

Modern Dance
1 Credit.
Three dimensional spatial movement, plus-space and minus-space, performing space, spectatorial space, practice of SPACE-FORMING and application to the elementary classroom.

Call us at 391-5115:
For Exact Class Schedules
To Register For Classes

For Details On Salary Or University
Credit
To Arrange For Release Time Special
Projects
To Let Us Know When You'll Be Dropping
By
Or Just To Say Hello!

ADVISORY

*Staff travels to advise teachers in nearby schools.*

Field trips and developing garden projects have stimulated the participating students to write reports and stories that reflect growing awareness and concern for environmental problems, to increase their appreciation of the need for math to properly build something, to learn about the earth and its cycles, to work more independently, and to make choices and decisions that enable them to better cope with their world.

## Publications

(20% off on quantities of 25 or more of each item)

*Portfolio 1972.* Multicolored booklet of teachers workshop, environmental garden project, and curricular field trips, $1.

*So You Want to do a Mural.* Fold-up pamphlet with instructions for painting a mural, $.50.

*See Spot Move.* Animation workbook, a primer of animation devices leading to film making, $2.

*When Kids and Cardboard Collide.* Plans and idea book for tri-wall cardboard carpentry projects, $2.

*The Inflatable Dome.* Construction plans for a plastic inflatable dome, $.50.

*Solar Oven.* Construction plans for a cardboard and styrofoam, sun-powered over, $.25.

*Spaceship Earth Simulation.* Game operators' guide for a closed ecosystem, finite resources, interdependency simulation, $.25. (Adaptable from elementary to adult classroom use.)

*Being.* Collection of children's writings about their environmental yard project, $1.

Under development for future publication:
*Alternative Energy Studies*
*Non-Curriculum Guide*
*Comparative Natural and Urban Environments*
*Environmental Field Trips in the Los Angeles area*

The following sources cite the Center and its work:

*Congressional Record,* August 14, 1972.

"The Invisible City." *Design Quarterly.* Report on National Endowment for the Arts and International Design Conference in Aspen, Colo., 1972.

*Los Angeles Times*-View Section, April 19, 1972.

*Site Development Goals for City Schools.* Joint Report of the American Society of Landscape Architects Foundation and the American Conservation Association, June 1973.



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**The Teacher Center**
**New Haven, Connecticut**

**425 College Street**
**New Haven, Connecticut 06511**
**Corinne Levin, Coordinator**

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**Initial Inquiries**
Corinne Levin, (203) 776-5987

**Descriptive Literature**
Newsletters, $1 postage per year locally; mailed elsewhere to those who provide the Center with stamped, self-addressed envelopes.

**Visiting Times**
By appointment with Corinne Levin. Center hours during the school year: 1:30-5:30 Monday through Thursday, and some evenings. Summer 1975 Institute hours: 9-3, Monday through Thursday, July 28-August 14.

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## What Goes On

Teachers from public and private schools, day care centers, and Head Start programs, student teachers, college faculty, and parents come to the Center for after-school, evening, Saturday, and two-week summer workshops in language, math, movement, environmental studies, social studies, science, design, record keeping, organization, and community resources. They attend potluck suppers, collect recycle materials, work on crafts projects, talk informally with one another or with Center advisors, and borrow books, curriculum materials, videotapes, filmstrips, photographs, and records from the Center library. More than 20 part-time advisors go out from the Center to help teachers in local schools, early childhood programs, and community organizations. Members of the local teachers' union meet weekly at the Center.

In conjunction with Goddard College, the Center serves as a field site for 35 students in a B.A. program; participants take workshops and participate in seminars or other Center activities every third weekend. Prospective teachers from local colleges (Southern Connecticut State College,

Yale, the University of Connecticut) come to the Center to take classes, talk with advisors and experienced teachers, and use the library.

## For What Purposes

"To get teachers together, to encourage self and mutual support, to encourage both formal and informal talking and sharing. To open up teachers' minds rather than to teach open education."

"The Teacher Center is the catalyst for communication of needs and the translation of these needs into practical and imaginative skills. In effect, the Teacher Center is both a place and a concept; a place where skills are improved and innovations shared; and a concept of professional growth which values the integrity of each teacher's work and values the horizontal spread of change in contrast to traditional ideas of supervision as the primary mode of raising standards of practice."

## Scope

Participants, many of whom volunteer their time to work at the Center, include teachers from public, private, and parochial schools, student teachers, parents, and college faculty members. In the beginning, most teachers who came to the Center or asked for advisory assistance were already involved in open or informal education; now a wide range of teachers representing a variety of teaching styles participate in Center activities. Most are preschool through primary teachers, although there is also a large group who teach middle or high school. Participants come from the following districts: Ansonia, Bethany, Bloomfield, Branford, Cheshire, Chester, Danbury, Durham, East Haven, Fairfield, Guilford, Hamden, Hartford, Madison, Middletown, Milford, Naugatuck, New Haven, Watertown, Westbrook, West Hartford, West Haven, and Woodbridge. The Center's advisory work is done in Orange, Hamden, and Ansonia districts and in Head Start centers throughout Connecticut and Rhode Island.

A large number of college undergraduate and graduate students use Center facilities. About twice a month instructors bring their students to a Center orientation session; many students later drop in to use the facility on their own. In-Center advisory assistance is offered to student teachers who come from Southern Connecticut State, South Central Community College, Yale University, and the Uni-

versity of Connecticut. Thirty-Five Goodard College adult B.A. students participate in Center programs; those interested in a teaching career may take Center courses to satisfy new Connecticut credentialing requirements.

## Basis for Participation

Teachers attending workshops do so voluntarily on their own time. A small materials fee, generally under $5, is charged for some workshops. Although credit is available through Fairfield and University of Connecticut extension departments for an extra fee, most teachers take classes without requesting credit. There is a $110 charge ($350 with credit) for 1975's two-week Summer Institute.

When funding permits, the Center offers regular participants free in-class, short-term advisory assistance. Teacher committees or administrators contract for whole-school advisory services or in-school workshop series; contract fees cover supplies and materials costs.

Orientation sessions for college classes are offered free or for a minimal charge. Students return to use the Center individually on the same basis as practicing teachers.

## Setting

The Center is located in the First Methodist Church, at the center of the Yale campus, in downtown New Haven, off the city's Green. It is a large basement room that has been informally partitioned into display and interest areas in math, science, crafts, and environmental studies. Separate areas of the Center are set aside for a recycle materials depot, kitchen, library, and space for desks, and resource and curriculum materials. A large corner of the Center is furnished with comfortable chairs for informal gatherings and conversations among teachers. As part of a classroom environmental project, one area is being redecorated to demonstrate methods of affecting things like color and lighting in the classroom.

## Staff

*Corinne Levin*, coordinator and advisor on informal education, social studies, reading and language, first year teaching, and teacher centers.

Part-time advisors:
*Fred Acquavita*, advisor on teacher centers; teacher, Gold

Street Middle School, New Haven.
*John Basinger*, advisor on theatre games and movement; faculty, Mohegan Community College, Norwich, Conn.
*Barbara Bearak*, advisor on space and environmental design; Yale School of Architecture, Gold Street Middle School, New Haven.
*Donna Blank*, advisor on theatre games and movement; Dance Institute, New Haven.
*Robert Buckingham*, advisor on social studies, American Indians; anthropologist.
*Shula Chermoff*, advisor on early childhood and first-year teaching; faculty, Early Childhood, Southern Connecticut State College (SCSC).
*Clare Clark*, advisor on informal education and math; head of Foote Lower School, New Haven.
*Edel Dodd*, advisor on informal education; teacher.
*Felix Drury*, advisor on space and environmental design; faculty, Yale School of Architecture, New Haven.
*Bob Echter*, advisor in reading and language experience, math, foreign language, and ESL; Gattegno Approach, Benhaven School, New Haven.
*Bill Paraclas*, advisor in science-terrariums; Yale School of Public Health and Epidemiology, New Haven.
*Audrey Foster*, advisor on early childhood; director of Children's Pre-School, New Haven.
*Judith Freed*, advisor on informal education, first-year teaching, reading and language experience; consultant, Bank Street College, New York City.
*Barbara Fussiner*, advisor on early childhood; teacher, Child Development Program, Hillhouse High School, New Haven.
*Katherine Gunderson*, advisor in math; teacher, Southeast School, Newington, Conn.
*Joan Haines*, advisor on early childhood; faculty, Early Childhood, SCSC, New Haven.
*Carla Horwitz*, advisor on informal education; teacher, Wightwood, family grouping, Branford.
*Edith Kahn*, advisor on informal education; headmistress, Fleet Primary School, London.
*Jan Murray*, advisor in crafts; designer, artist, Yale School of Art, New Haven.
*Marcia Odinak*, advisor in learning disabilities; Foster School, SCSC, Bank Street College.
*Marian Ribley*, advisor on informal education, first-year teaching, reading and language experience; Educational Consultant in open education.
*Robert Rindler*, advisor on space and environmental design; Yale School of Architecture, Norton School, Cheshire, University of Connecticut, Storrs.

*Doug Ryan*, advisor in science and ecology; Yale School of Forestry and Environmental Studies, New Haven.
*Lillian Ryan*, advisor in early childhood; coordinator of Infant-Toddler Program, Fair Haven.
*Mary Smith*, advisor on recycling; State Street Day Care, New Haven.
*Joy Wilke*, advisor on space and environmental design; Yale School of Architecture and Highland School, Cheshire.

## Style

Staff see the Center as providing a place and opportunity for teachers to make decisions about their own learning and growth, as opposed to conventional teacher training programs, which frequently do not allow for teacher involvement. "Traditional inservice is often required, pressured, and impersonal, while the major thrust of our center is support of teachers *own* direction."

To aid teachers, more than 20 part-time advisors--"resource people, not necessarily oriented towards a specific method, but toward teacher assistance, training, and encouragement"--work in local schools. "Teachers experimenting with new ways of teaching need and can benefit from non-threatening advice and support in the classroom. Advisors aim to build skills and confidence so that teachers can become, in turn, a resource to their colleagues."

One aspect of the advisory is assistance in setting up appropriate classroom environments: "Center staff introduces teachers and administrators to the spatial needs of children and basic aspects of design, equipping teachers with simple skills for change--the changes go beyond actual physical environments to reexamination of teaching and learning styles." Environmental advisory services are provided through a National Endowment for the Arts grant and are offered in three locations: at a preschool, a middle school, and a high school.

In-Center advisory assistance is offered to large numbers of prospective teachers. Staff see themselves as supporting college faculty who are trying to introduce their students to alternatives in education and as offering students a unique and essential opportunity to participate in active-learning workshops and to talk with experienced, practicing teachers.

## Origins

"In spring 1971, in response to the growing interest in open education, teachers who worked in opening schools planned two conferences in New Haven. Both conferences were heavily attended by teachers, parents, students, and other interested people. Though response to the conference was strongly enthusiastic, there was need for ongoing workshops, discussion, and training. Over the summer of 1971 and into the autumn, a group of teachers and parents who felt that need began work on establishing the Teacher Center."

"In October 1971, the Teacher Center moved into a two-story building on Admiral Street, provided rent-free by the New Haven Redevelopment Agency. A variety of workshops and other activities were held over the next two months, and in January 1972, a grant from the Edward Hazen Foundation enabled the Teacher Center Board of Directors to hire a full-time coordinator. With the hiring of Corinne Levin in February 1972, the Center embarked on a greatly expanded program of activities and services for area teachers."

"The temporary facility at 75 Admiral Street became overcrowded and the need for a larger, more permanent facility brought about the move to College Street on June 1, 1972."

## Organization, Management, Funding

The Center, a nonprofit corporation, is governed by an advisory board of 15 (3 parents, 7 teachers, and 5 parent/teachers) who develop Center policy.

Specific programs are planned by the Center coordinator. Open board meetings, coupled with potluck suppers, are held monthly. The Center received funding for its pre- and inservice program from the New World and Edward Hazen Foundations; the environmental activities are supported through a National Endowment for the Arts grant. Additional funding is gained through book sales and contracts with schools and community organizations for workshops and advisory help. Contract fees cover only material and other direct workshop expenses; salaries are paid from grant moneys.

## Topics for Exchanges

Techniques of advisory work with teachers. Alternative classroom environments. Parent involvement in teachers'

centers (The Teacher Center helps organize meetings and information exchanges among local parents and those active in parent groups outside of the area.) Help with teachers' centers--the philosophy, how to begin, to organize, and to program. People from throughout the United States have asked advice about beginning teachers' centers. "We try to show what has worked, and what has not. The Teacher Center offers a fiscal, administrative, and educational example that may be practical to other communities interested in developing a similar resource--a place where teachers take initiative and are responsible for their own learning."

## Publications

Freed, Judy, et al. *Using Foods.* The Teacher Center, New Haven, 1974, $3. "A book with some recipes and suggestions for studying, expanding, and exploring ideas, skills and talents, using foods as a tool for learning."

Murray, Jan. *Using Crafts.* The Teacher Center, New Haven, in press. A collection of ideas to use in helping children explore and respond to the texture, color, sound, and pattern of the environment.

Planned for future publication:
A book describing classroom environmental activities.

The Center distributes videotapes of its work and classroom models locally.

# Glimpses of Programs

*The following information was excerpted from the Center's calendar for January and February 1975.*

Monday, January 13 - 7:30.
Do you have post holiday classroom blahs? Are you running out of steam and ideas? Come and be recharged at a Multi Dimensional Workshop for teachers of young children. Choose among arts and crafts, math, science. And talk about language arts. Come to do exciting things, to experiment, to ask questions and to exchange ideas. The workshop is sponsored by the NHNAEYC with staff and advisors from The Teacher Center. Let us know how many are coming.

Thursday, January 23 - 3:30-5:30.
You Too Can Act!! Workshop on acting and improvisation. All exercises practical for the classroom--ages 8-18, with Martin Kushner, Yale Drama School, workshop leader with American Shakespeare Festival's teacher workshop program.

Tuesday, January 28 - 3:30-5:30.
Using The Community As A Classroom. What's within 10 minutes from your classroom? How can you use this community resource as a learning experience? Let's explore a dock, the cemetary, the green, etc., with Corky Levin, T.C. coordinator.

Tuesday, January 28 - 7:30.
Film Evening At The Teacher Center!!
Showing: *First Friends, Pretending, Cocaboody.* Popcorn for Sale!!
Bob Abramovitz, assistant professor of pediatrics and psych at Yale Child Study Center and Hill Health Center will be here to discuss issues that are presented in the films. These are films about preschoolers and are available for use in inservice programs. We would like feedback from people in nursery schools, day care centers, infant programs, and kindergartens about the value of these films for use with parents and teachers.

Tuesday, February 4 - 7:30.
The Impact Of Kongo On Black American Art And Life with Bob Thompson, chairman, Council on American Studies at Yale. Africa introduces us to a different art history--a history of danced art defined into the blending of movement and sculpture, textiles and other art forms. African aesthetics have had a profound impact on the life and art of Black Americans. This workshop will be the keynote for February and will be followed by other workshops on dance, arts and crafts and image. Call and reserve a place, 776-5987. Pot Luck Dessert: Come early to The Impact of Kongo...bring some dessert to share and we'll have fresh coffee and tea....A very special evening of particular interest to parents, teachers, and other students (11 years and up).

COURSES FOR FAIRFIELD UNIVERSITY CREDIT
Open Education Programs Leading to a Master of Arts Degree, Certificate of Advanced Study, Professional Improvement.
Courses: (1) Role of the Teacher, 4-5:54, Mondays, starting January 27.

(2) Introduction To Movement I, 6-9, Mondays, starting January 27.
Registration: Monday, January 20, 4-6, The Teacher Center, 425 College St., New Haven, 776-5987.

*National Endowment for the Arts funding subsidizes an advisory program in environmental workshops in three schools and the Center. The following descriptions were taken from the Center's March-April 1975 calendar.*

Monday, March 24 - 7:30.
How To Use Your Classroom As A Total Learning Experience. A series of four intensive sessions on using the spaces available in your existing classroom to enhance your curriculum. This series is sponsored by a grant from the National Endowment for the Arts.
Registration Fee: $1 per session.
Felix Drury, architect. How to get a real feeling for space and how to use it?

Thursday, April 10 - 7:30.
Bob Rindler, designer. How to work with your kids to design and build new equipment for the classroom. We'll show slides of projects where Bob has been working with kids and parents to change a regular classroom (4-6th grade) into a new learning situation. Hints on "how to."

Saturday, April 12 - 10:00.
All staff. We're going to be doing the real thing--remaking of the Teacher Center. A whole work day of building, sewing, and painting. We will have specific plans and instructors to aid in doing the job right. Learn to read blue prints, swing a hammer or paint brush. There will be plans available for units for you to build for your own classroom.

SUMMER WORKSHOPS 1975
Monday-Thursday, July 28-August 15 - 9-3.
The Integrated Day. Exploring approaches to teaching and learning styles using space, record keeping, manipulative math materials, science, language, creative writing, crafts, movement, theatre games, parent involvement, community resources.
Advisors and staff: Donna Blank, Clare Clark, Kass Gunderson, Corky Levin, Jan Murray, Doug Ryan, Joy Wulke, Fred Aquavita, Lillian Gardner, Beth Lorenzi, Donald Siclari, Lillian Ryan, Mary Smith.
Registration: $330--tuition for six credits through the Fairfield University.
$100--tuition for noncredit course--scholarships available.
$10--registration fee (nonrefundable).
(Mini-breakfast and materials included in tuition.)

ADVISORY SERVICES
Advisory service available to school systems, community organizations and participants in T.C. workshops. Call Corinne Levin at 776-5987.

Advisors at The Teacher Center: Fred Acquavita--Resources, Mondays-Thursdays.
Edel Dodd--Open Classroom Learning Centers, Tuesdays.
Corinne Levin--Social Studies, Mondays-Thursdays.
Jan Murray--Crafts, Tuesdays, Wednesdays, and Thursdays.
Mary Smith--Found Materials, Thursdays.

*More than 20 part-time advisors offer their services in:* early childhood (all aspects, organizational, curriculum, child development, materials, and equipment), informal education (open education, integrated day), first-year teachers (how to begin, management and organizational problems, planning, record keeping, support), space and environmental design, theatre games and movement, science, crafts, social studies, reading and language experience, math, learning disabilities, foreign language and English as a second language, recycling and teacher centers (the philosophy, how to begin, to organize, and to program).

**Teacher Curriculum Work Center**
**Chicago, Illinois**

**1400 East 53rd Street**
**Chicago, Illinois 60615**

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**Initial Inquiries**
(312) 955-1329

**Descriptive Literature**
Quarterly newsletter and schedule. *Teacher Curriculum Work Center: A Descriptive Study* by Sharon Feiman (see "Publications" section of this entry).

**Visiting Times**
Any time during Center hours: Monday-Friday 2:30-5:30, Tuesday 7-9, Saturday 10-4.

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## What Goes On

Teachers come after school (any weekday) and on Saturdays to make curriculum materials--learning games, activity cards, math apparatus, etc.--for their own classrooms. They use Center raw materials, tools, ideas, and examples made by staff and other teachers. Teachers come to single and series Saturday workshops (no advance sign-up required) or join Wednesday or Thursday after-school seminar groups for long-term study of a particular issue (math, language, informalizing the classroom). Parents build classroom apparatus or curriculum materials for their children's schools. Staff goes out to public schools to do inservice workshops or series, to visit a participant's classroom, and to help with a room design or instructional problem. Teachers learning how to start new teachers' centers work as interns alongside Center staff.

## For What Purposes

To provide a comfortable place where teachers can meet, talk, make curriculum materials, exchange ideas--overcoming their professional isolation. To help teachers develop the theoretical understanding and practical skills that will expand the choices within classrooms. To assist teachers in other communities to start teachers' centers that meet local needs rather than replicate a model.

## Scope

Elementary teachers in Southside Chicago public schools are the majority among regular participants. Others are parochial, independent, preschool, and day care teachers, parents, and student teachers of the University of Chicago, University of Illinois (Chicago Circle), and Chicago State, Roosevelt. Beyond this regular constituency, which accounts for about 150 visits to the Center every week, staff reach out to give occasional and ongoing inservice classes in public schools and to work with Chicago district administrators, suburban teachers' associations, and informal teacher and community groups interested in starting new centers.

## Basis for Participation

All staff services and courses in the Center are free, and teachers volunteer their time as participants. A $10 membership fee is encouraged but not required. Raw materials are sold at cost. College credit is not offered. Workshops given outside the Center are arranged on a contract basis.

## Setting

Three small rooms in the Hyde Park YMCA near the University of Chicago campus: An anteroom with a staff desk and a table leads into a teachers' workroom surrounded by shelves and cabinets displaying curriculum materials and housing construction supplies. All Center activities go on around the worktables and in a third workshop, which is provisioned with tools and raw materials for wood and cardboard carpentry. Seminars are held in other Y meeting rooms adjacent to the Center.

## Staff

*Joan Bradbury* (half-time), primary teacher.
*Susan Carpenter* (full-time), former elementary teacher.
*Ruth Nedelsky* (full-time), former college teacher.
*Mary Mathias* (half-time), primary teacher.
*David Messerschmidt* (part-time), 5th grade teacher, public school.
*Carole Harmon* (part-time), preschool teacher

## Style

It is not happenstance that the work table is the hub of all Center programming, planning, and decision making. "Making materials is important at many levels. Inner city

teachers are usually short of supply money and basic equipment. Teachers who make their own materials do not have to be dependent on expensive equipment or limited school funds. They can create materials to their own specifications, and for the needs of their children, rather than be bound by what is provided or what is obviously not working. Making something can increase the teacher's understanding and satisfaction, and demonstrates the possibilities and value of having children make and use such materials in the classroom."

At another level, making curriculum materials represents the staff's most basic educational commitment: to open education and the underlying theory that human beings learn from interaction with objects, phenomena, and persons in their environment. The staff believe that teachers can best learn through involvement with materials which they have chosen to meet their own learning needs and classroom problems. After helping a teacher with the initial choice and construction of materials, staff aim to stimulate the teacher's thinking about how the material helps a child to learn. At yet another level, the staff's active example of making homemade materials is meant to convey their "attitude of self-reliance and delight in improvisation" and their sense of professional equality with participants. Many participants share teaching, program planning, and Center management tasks with staff and express a sense of joint ownership of the Center. The smallness of the physical setting is also an important part of the Center's style. The staff assists groups not located in Southside in setting up their own centers, rather than expanding the Work Center.

## Origins

In fall 1970 five friends involved in informal education began meeting to make curriculum materials they needed and to talk about problems of opening up schools. They were Joan Bradbury, a teacher and founder of Coop #3, an alternative school in Chicago; Carol Brindley, head teacher at the Laboratory Nursery School, University of Chicago; Hannah MacLaren, teacher at Ancona School (Montessori-based) and director of its teacher training program; Sandra Lang, coordinator of the Cluster Classroom Project, a parent initiated project to develop open classrooms in Hyde Park-Kenwood public schools; and Myles Jacobson, University of Chicago graduate student and alternative

schools teacher. In February 1971 Ancona School gave the group space in the school basement and $90 to create a materials display and construction center for teachers. The group met Mondays after school to make their own materials and Thursdays to help Cluster Classroom Project teachers who dropped by. In Spring 1972 Joan and Hannah taught a National College of Education (Evanston) course on individualizing instruction and invited Barry Hammond, a University of Illinois (Chicago Circle) graduate student to teach a math session. Barry's session expanded into a regular series of math workshops, focussing on making things like balance beams and geoboards. Workshops were open to the public and co-sponsored by the founding group and the Ancona teacher training program. Joan wrote a proposal for a teachers' work center. After the Wieboldt Foundation (Chicago) funded it in June 1972, the group found and organized space at Hyde Park YMCA, designated Joan as the full-time paid director, and announced the new program to neighborhood public and alternative schools. On October 15, 1972 the Teacher Curriculum Work Center's open house was attended by 25 teachers, and by January 1973 it was averaging 100 teachers a week.

## Organization, Management, Funding

The Center is a nonprofit corporation run by a board of four officers (Bradbury, Brindley, MacLaren, Lang) and a member at large (Sharon Feiman, director of the M.A.T. program at the University of Chicago).

In 1973-74 there were three full-time paid staff members (co-directors Bradbury, Hammond, Lang). In 1974-75 three new paid staff members have been hired replacing Barry Hammond (director of a new teachers' center in Winnipeg) and Sandy Lang, who remains on the board. Joan Bradbury has returned to teaching and so works half-time for the Center. Weekly staff meetings on management and programming are held in the Center during open hours and are open to participants. Since the original funding by Wieboldt, the Center has received grants from the New World Foundation and Lilly Endowment, Inc. Other income is from memberships and occasional contracts for inservice, teacher training, and consulting on organizing teachers' centers. Grants to support interns in the Center have come from Chicago Community Trust and the Field Foundation of Illinois.

## Topics for Exchanges

An intern from the Illinois Education Association is working in the Center during spring 1975 as preparation for setting up a new teachers' center to serve several school districts around Des Plaines, Ill. Another intern is preparing to set up a school district/community sponsored center serving several public schools in the Lakeview area of Chicago. The Center seeks funds to offer as many as four concurrent semester-long internships for prospective center directors. These internships are to be sponsored by teacher or community organizations or school districts.

An interview study of Center participants will find out how teachers' activities constructing materials for children are related to their curriculum goals for children and beliefs about how children learn.

The Center is part of a Chicago network of teachers' centers (Wilmette, Arlington Heights, Glenview) whose staffs meet together monthly.

## Publications

Feiman, Sharon. *Teacher Curriculum Work Center: A Descriptive Study.* North Dakota Study Group on Evaluation, 1975. Order from Vito Perrone, Dean, Center for Teaching and Learning, University of North Dakota, Grand Forks, N.D. 58202. $2.

*"The Teacher Center."* Videotape (1/2") made in spring 1973, lasts 1/2 hour, can be borrowed for cost of postage.

# Glimpses of Programs

*Excerpts from March-April 1975 newsletter:*

WORKSHOPS
We have a number of good workshops planned for the end of winter and the beginning of spring.

SATURDAY MARCH 8, 10:00-4:00
If you thought you missed Barry Hammond on February 8, you didn't! He'll really be here on March 8, doing an all-day math workshop. We plan to set up Bartlett as a classroom and fill it with all sorts of math materials.

SATURDAY MARCH 15, 10:00-3:00
Wooded Island workshop with David Garlovsky. The workshop will start out at the Center and then move to Wooded Island. Mapping, plant and animal identification, survival, and some history will be explored with reference to the island.

SATURDAY MARCH 22, 1:00-3:00
Workshop on probability with Chris Brown, who teaches fifth-grade and is one of the leaders of the math group which meets at the Center.

SATURDAY APRIL 5, 1:00-3:00
Workshop with Elyie Moore on explorations of ways to use movement in the classroom.

SATURDAY APRIL 12, 10:00-12:00, 1:00-3:00
Math workshop with Gordon Clem, headmaster of the Choir School of St. Thomas Church, New York City, and chairperson of the NAIS Math Committee. There will be both morning and afternoon sessions, and participants are invited to attend one or both.

SATURDAY APRIL 19, 1:00-3:00
Elizabeth Hollander, a city planner, will give a workshop on "What's Under the City--An Exploration of the City for Primary Children." Part of the workshop will take place outside--participants will discover everything they can about the city in a block.

SATURDAY APRIL 26, 1:00-3:00
Workshop on the middle school with Pat Gaarder. Pat, who teaches at an alternative middle school in Hyde Park, will discuss open classroom at the junior high level, apprenticeship programs, integrated curriculum, and upper level language arts.

*Excerpts from January 1975 newsletter:*

COURSES AND WORKSHOPS
Our two on-going courses at the Center are both open to new members. The Practicum for New and Experimenting Teachers will continue to meet at 4:00 on Wednesdays and has room for several additional people. Ruth Nedelsky will continue to work with the group, and Sharon Feiman will also be helping during winter quarter. The group will focus on setting up small groups within the classroom. The math workshop, led

by Dave Messerschmidt and Chris Brown, will be meeting every other Thursday, beginning January 16. Anyone interested in joining the group is welcome.

A new Language Arts Continuous Progress Workgroup has been formed. By special request of a number of teachers, a workgroup devoted to making, compiling, and collecting materials for the continuous progress language arts program is now underway. The group will meet the next two Tuesdays, January 14 and 21, from 4 to 5:30, at the Center. After that, the frequency of the meetings will be determined by the needs of the group. Carole Harmon, part-time Center staff member who is a specialist in language development, will be on hand in the Center on Tuesdays to give input to the group. For those who cannot make the Tuesday sessions, a similar group will be set up on Saturdays from 12 to 2, if enough people are interested. Call us (955-1329) if you are interested or want further information.

*from March-April 1975:*

SUMMER SCHOLARSHIPS
This year the Center will again offer scholarships to enable teachers to attend summer workshops. Last summer several teachers received scholarships of up to $250 and attended workshops in this country and in England. These teachers have shared their experiences by giving workshops at the Center throughout the year. At this point, we're gathering information about various workshops and drawing up the specifics of the program. The application deadline will be May 10. Drop in at the Center or call us for more information.

**Teacher Learning Center**
**Lebanon, New Hampshire Follow Through**

**84 Hanover Street**
**Lebanon, New Hampshire 03766**
**John Garipay, Director**

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**Initial Inquiries**
Joan Garipay, (603) 448-3797

**Visiting Times**
Week days by appointment with Joan Garipay.

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## What Goes On

Follow Through teachers, teacher aides, and other interested Head Start and non-Follow Through teachers and parents attend Tuesday afternoon inservice workshops such as recordkeeping in informal classrooms, reading assessments, parent involvement, and environmental science. They also work on their own individual or small-group projects. Teachers borrow curriculum materials and gather scrap materials from the recycle collection to use in making their own classroom materials.

## For What Purposes

To "provide a working place for professional and personal growth; to allow teachers and assistants to work individually or in groups in an atmosphere which promotes relaxation and the sharing of ideas; to provide a model for a classroom environment; to provide individualized, responsive teacher education."

## Scope

The Center serves 13 Follow Through teachers and 13 teacher aides in Lebanon's five public schools. A few non-Follow Through teachers and Head Start personnel also participate in Center activities. Parents occasionally join in Center activities as group leaders or participants.

## Basis for Participation

Center activities are offered free of charge. Non-Follow

Through teachers participate voluntarily on their own time; Follow Through teachers and assistants are required to attend inservice sessions Tuesdays after school. Recertification credits may be earned through participation.

## Setting

The city of Lebanon, with a population of 10,000, is located in central New Hampshire, on the Vermont-New Hampshire border. The Center is housed in a small classroom in the town's only high school; the same complex includes one of the public elementary schools. The Center contains the school district's only professional and curriculum libraries.

## Staff

*Joan Garipay,* Follow Through director; former kindergarten teacher (Lebanon).
*Geri Williams,* Follow Through program advisor; former kindergarten teacher (Lebanon).
*Joyce Lang,* Follow Through program advisor; former kindergarten teacher (New Jersey).

Follow Through staff is responsible for helping with implementation of the entire program, as well as teacher inservice. Staff helps coordinate a basic education program for local adults, the school nutrition program, and medical services.

## Style

Far West Laboratory's Responsive Program is being implemented by Follow Through in Lebanon. The designers of the program define a responsive environment as one which:

"1. Permits the learner to explore freely, within the structure provided by the teacher.
2. Informs the learner immediately about the consequences of his actions.
3. Is self-pacing, allowing the learner to choose activities at his own rate.
4. Permits the learner to make full use of his capacity for discovering relationships of various kinds.
5. Is structured in such a way that the learner is likely to make a series of inter-connected discoveries about the physical, cultural, or social world."

Lebanon program advisors extend the concept of responsiveness to include teachers as learners. "What we feel we need is an exciting environment, a classroom for teachers like the ones we wanted them to provide for students."

Follow Through teachers are expected to devote two hours a week to inservice, choosing the workshop they will focus on for a month or more or a topic for individual study. After teachers have explored a topic, they are expected to share their knowledge with other Follow Through teachers by presenting a workshop, informally teaching others, making materials to use in the Center, or lend outside, or preparing a video for the professional library.

## Origins

In 1968 13 teachers in Lebanon, New Hampshire began working with Follow Through; this was the first time inservice was available in the district. In September 1973 Follow Through program advisors began thinking of ways to further disseminate Responsive Program ideas within the district and to individualize inservice education. The advisors had never heard of teachers' centers, but developed the idea of a classroom for teachers to meet the needs they saw. After visiting San Francisco's Teacher Learning Center, they discussed their ideas for a center with administrators and a group of 30 Lebanon Follow Through and non-Follow Through educators. "They thought the idea was great, but didn't want the Follow Through staff to set up a center *for* them. We thought we'd develop it, and tell teachers that they could come and use it. Instead, the teachers themselves said they wanted a part in developing it. The teachers felt that if *they* set up the center, it would really be their own." Teachers who had toured EDC Follow Through Workshops in Newton, Mass., and the nearby Workshop for Learning Things, contributed ideas from those visits in developing the center.

By the time the energy crisis hit in January 1974, the school district had provided supplies and space for a center in the town high school. Schools were closed on Mondays, and all teachers were required to spend the day in some inservice activity; one option was working on the Center's development. Program assistants together with Follow Through and non-Follow Through teachers helped develop the center. By June the Center was offering weekly courses in its math and arts-crafts areas. It also provided a scrounge depot and a library. In fall 1974 they were forced to move from the space they had developed into a small room in the same school.

## Organization, Management, Funding

Federal Follow Through funding provides local teacher trainers, called program advisors. (The advisors have been trained by Far West Laboratory, to translate the ideas of the Responsive model into a functioning program.) In addition to other Follow Through duties, advisors are responsible for weekly inservice training for local teachers; a training manual outlines discussion topics, suggests training activities, and provides checklists and references to related training materials. An advisor from the Far West Laboratory assists site personnel with program implementation, visiting twice a year.

Follow Through teachers have a voice in inservice programming; they meet individually with advisors and discuss their needs; then the advisors developed a program incorporating these needs. The Center space was furnished by the public school district; money for basic materials is provided by Office of Education Follow Through and school district funds.

## Topics for Exchanges

Development of teacher leadership in a center.

# Glimpses of Programs

*The following was excerpted from a spring 1975 newsletter:*

Follow Through had an organizational meeting--January 7th at the Teacher Learning Center to discuss inservice for the remainder of the year. After a discussion of expectations and choices available, teachers/teacher assistants had a chance to choose a topic they were willing to work on.
January will be devoted to discussions and working sessions concerning record-keeping and planning, to enable teachers/teacher assistant teams to gain additional information for classroom situations.
February will be devoted to individualized choices. Teachers/teacher assistants can intensely work on topics of their choice and choose some way to share information gained during this session--such as facilitating a group inservice, talking to parents, working with someone who wants to know more about that specific subject.
Listening Techniques will be facilitated by Maria Ragonese. Reading Assessment and Study of New Reading Materials will be conducted by Bernice Smith, Geri and Joyce. Parent Groups will be facilitated by Judith Masters. Environmental Science is being conducted by Jan Chapman.
These choices may go into March where any new topics can be introduced as a group is ready. At this time, we hope to get together for some evaluation since it is our first attempt to do individual inservice with a real effort to keep it non-isolated.
Follow Through inservice is planned to be on Tuesdays--every week, [illegible]:45-4:30. Reading Assessment will be at the TLC. Environmental Science is held at Seminary Hill School.

*Topic for January:*
Record Keeping (all attend)

*Topics for Following Months:*
Environmental Science
Parent Groups
P.E.T.
Rap Session
Reading Assessment
Effective Teaching Techniques
Cooking Science
Photography
Study of New Reading Materials

**Teacher Learning Center**
**San Francisco, California**

**1400 16th Street**
**San Francisco, California 94103**
**Betty McNamara, Director**

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**Initial Inquiries**

Diana Giambastini, (415) 864-1576

**Visiting Times**

For a tour of the facilities and an explanation of the program, call Diana Giambastini for an appointment. The Center is open daily from 8-6, Thursdays 8-9, and Saturday 9-3.

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## What Goes On

School personnel--teachers, administrators, paraprofessionals, volunteer aides, and student tutors--attend workshops, and single or multiple-session courses taught by staff, local teachers, and district or outside consultants. On a drop-in basis, they also use Center facilities to make curriculum materials and to consult with staff. Workshops on topics requested by participants and planned by staff, are offered after school, evenings, Saturdays, and during the summer. Past topics have included photography, sound filmstrip making, learning centers that use animals, language arts, puppetry, science, math and multiethnic experiences--foods, arts, music. Staff also offers school-site assistance to principals and teachers.

One week a month, during Children's Week, Center staff work with elementary students at the Center; sessions such as science activities for language arts, stress integration of subject matter. Teachers who sign up to bring their students to one morning's activities, attend two sessions with staff to explore Children's Week purposes and outcomes.

## For What Purposes

"To support anyone who is involved in children's learning: administrator, parent, tutor, student, volunteer, paraprofessional, as well as those with the official title of

'teacher'...to help them maintain a focus on how children learn. ...to provide teacher learning activities in the most appropriate locations--at school sites or in the Center. To enrich all children's school experiences. To encourage teachers to be sensitive to individual needs of children and to be knowledgeable about and responsive to the most diverse multiethnic population in the nation."

## Scope

Most participants come from San Francisco's elementary schools; for some programs, supported by the Bay Area Learning Center, Berkeley and Oakland teachers are eligible to attend. During summer 1974, 225 teachers, paraprofessionals, and students from 96 schools attended workshops. "While the origins of the Center were in the elementary grades both the responsibilities and the contacts are extending into secondary schools."

## Basis for Participation

Workshops are free. Teachers attend voluntarily; some on release time, most on their own time. Some workshops are offered for inservice and college credit (for an additional fee) from Pepperdine College (Los Angeles), San Francisco City College, Lone Mountain College, University of San Francisco, St. Mary's College, and Dominican College. Paraprofessionals attending on their own time may obtain credit from San Francisco City College. High school students enrolled in a course on children's learning attend a four-hour introductory session at the Center (some return individually or as a group to participate in TLC activities during school hours. The course is organized by San Francisco Education Auxiliary; students also attend lectures at their high school and work in elementary classrooms.)

## Setting

Teacher Learning Center is housed on the second floor of a block-long renovated building in San Francisco's warehouse district, just below Potrero Hill, near the Bayshore Freeway. The building is shared with a printing and a sales-incentive company and with San Francisco School District's Title VI Special Education Resource Center, Compensatory Math Resource Center, a center displaying texts and materials proposed for California state adoption, and the Emergency School Aid Act (ESAA) Oral and Written Language program. (Although its staff is separately funded, the ESAA Oral and Written Language program staff, since its

inception, has worked closely with TLC staff.) Large and small work and meeting areas display changing materials and ideas; all are intended as "hands-on" items to be used rather than looked at. Staff cubicles are labs and a place to hang a hat, not offices. Part of the Center is set aside for a curriculum lending library. A laminating/duplicating area and a well-equipped dark room, staffed by technician-aides, are available.

## Staff

District Staff:
*Betty McNamara*, director and Supervisor in Instructional Support Services, San Francisco School District: former elementary teacher and principal (San Francisco).
*Diana Giambastiani*, secretary, appointments, and scheduling.
*Richard Meder*, staff development specialist, major interest in creative arts; former high school music and English teacher (San Francisco).
*Francisca Middleton*, staff development specialist, major interest in intermediate grades; former elementary teacher (San Francisco).
*John Ryan*, staff development specialist, major interest in science; former elementary science resource teacher (San Francisco).
*Audrey Sanchez*, staff development specialist, major interest in early childhood, K-3; former K-3 teacher (San Francisco).

Outside Funded Positions:
*Nancy Mayeda*, staff development specialist, liaison with Bay Area Learning Center, (Office of Education Pilot Teacher Centers Program); former elementary teacher (San Francisco).
*Jane Anderson*, *Helen Hatcher*, *Jenny Louie*, *Marianne Petroni*, and *Shari Yoshida*, staff development specialists, ESAA Oral and Written Language program; former teachers (San Francisco).

(The ESAA staff works cooperatively with TLC staff on Children's Day activities; they worked together to design the ESAA program.)

## Style

TLC was formed to provide support to teachers as they faced the changing school population of a desegregating city school system. "The Center is a pillow; TLC means tender loving care. Our workshops are popular because

they fill a teacher need; teachers are able to do something to help themselves solve problems they face in desegregating classrooms."

Both practical and theoretical voluntary workshops and seminars are offered so that as many teachers as possible can find the kind of support they are seeking. "It is our job to add depth and understanding to the workshops. We hold out a carrot of free things, of conviviality, of comfort, and of neutral territory, but we have learned to be sensitive to the needs of all teachers. Many teachers are eager to continue exploring the theoretical aspects of education; they know the 'tricks of the trade' alone don't do the job; for them we offer more head rather than hand kinds of things, discussions, and in-depth courses."

The staff presents workshops in a school only when the teachers and principal request them. "We are soft-sell about suggesting alternative ways of fostering the teaching/learning process. We always wait for an invitation; we don't press our ideas." If principals rather than teachers initiate the invitation, TLC staff asks to talk with teacher representatives to plan the program. On the other hand, staff do not go into a school without the principal's approval. TLC staff prefer to begin working with a teacher at the Center rather than in a school. "We have found that it is difficult to affect many teachers in their school settings because of problems of one kind or another which may exist at the site. People need a different kind of environment to look at things in a different way."

## Origins

In 1969 San Francisco began the planning for a pi
segregation program in twelve of the City's
schools. A principal, the present TLC
McNamara, was appointed to coordinate
development activities and to act as
Teacher Council. (The Council was
representative from each school.)
Council acted as the Staff Deve
gram; out of that grew the
Three members, Alice Falls,
Audrey Sanchez, together with
sell the concept of a teach
tion, and the following yea
District's Staff Developme
a principal, with district
over the stage of an audito

They used the room for storage of pilot materials and began to make it over into an environment that lent itself to discussion of teaching and learning.

In school year 1971-72, the name Teacher Learning Center came into being; three classrooms were added, a secretary was assigned, and the staff was given the full-time assignment of designing and providing a teachers' center. Faculties and principals were invited to come together to after-school orientations. Since open workshops where teachers were free to follow their own bent were the major initial efforts, the staff felt the orientation meetings were essential. "We are not a games place, nor an instructional media center."

The school district, chronically beset by financial crises, has seriously considered dropping TLC from the budget every year since the Center's inception. When the Center moved to its present site in 1972, federal Emergency School Assistance (ESAP) money was used for rent and for some materials. When that program ended (in spring 1972), the district assumed the rental. There have been reductions in materials and supplies, and one staff position has been eliminated, but the basic program remains unaltered. "Our staff is reduced but our programs are the same. This means we're operating on staff's volunteer time. We do this because we mean to prove something. We believe in the teachers' center movement. If we can't make it go, no one can." TLC is planning for business as usual in fall 1975.

## Organization, Management, Funding

The director of the Center is responsible to San Francisco School District's director of Instructional Support Services, who, in turn, serves under a deputy superintendent. The Center director has independence in formulating Center activities. Center staff, with teacher input, design programs. Frequent survey questionnaires are used as a basis for Center program planning. Courses are taught by staff, teachers, and district resource personnel, and free lance consultants. Flyers announcing TLC courses are sent to principals, secretaries, and to one "contact" teacher in each school.

The district funds the staff positions, rental and maintenance, and materials. Additional materials, consultant fees, and a liaison teacher are provided through the Bay Area Learning Center, a three-district consortium for staff development funded by the Office of Education Pilot Teacher Center Project, with Educational Personnel Develop-

ment Act (EPDA) funds. BALC activities, which are over and above San Francisco District responsibilities, are offered for the three cities in the consortium, San Francisco, Berkeley, and Oakland.

In October 1974, when the Center was faced with a funding crisis (i.e., threat of reassignment of staff to classrooms or other positions), TLC participants, community groups, some school administrators, and CTA and AFT representatives fought for its survival. Individual schools pledged to spend federal Title I and III and ESAA (desegregation) funds for TLC-sponsored activities. The Board of Education then agreed to continue the staff in their Center assignments.

## Topics for Exchanges

Operation of a teacher center under school district sponsorship. Ways of discerning and responding to teacher needs. "Open" education--theory and practice. Supporting teachers in meeting needs in ethnically diverse community.

## Publications

Center curriculum materials are generally available only to participants. Staff believes that rationale and method of use are as important as the materials themselves. A very brief fact sheet about TLC is available from the Center.

# Glimpses of Programs

*The following courses were among those offered through a spring 1974 mailing to TLC participants. Teachers' questionnaire responses indicating workshop and time preference and suggesting additional courses determined final course schedules and offerings.*

Sound Filmstrip Making
Synchronized sound filmstrips,... teacher-developed...child-developed... a great medium. All materials will be supplied: blank filmstrips, blank cassettes, etc. Fran Middleton.

Creative Activities: Visual, Aural, Verbal
See, Hear, and Say Creatively: An exploration of visual, aural, and verbal arts in the classroom.
Invite children to discover how much they are able to create. Experience activities that can be tailored to a wide range of developmental levels. Find confidence in an atmosphere where divergent responses are encouraged.
What You Will Take Back to Your Classroom: A repertoire of activities ranging from word rhythms played on "found" instruments to cooperative use of creature cards and creative writing projects.
Materials to Bring: A glass, metal, plastic, or paper object that makes a sound you like when struck. Magazines with pictures for cut-outs, preferably in color.
Other materials are available at the Teacher Learning Center at no cost to you, except for contact paper and laminating film which carry a small charge. Dick Meier.

Science Activities Workshops
Workshops for teachers and paraprofessionals to experience and assemble practical individualized science activities. Objectives of these activities include the reinforcement of math, reading and language skills and understandings. John Ryan.

Multi-Ethnic: Foods, Arts, Music
Find the whole world in your hands. Multi-Ethnic offerings - try your hand at: cooking (and sampling), dance, song, arts, and crafts.
Staff.

Early Childhood Activities
Choose to: develop a cluster of activities in a specific skill area, develop activities for learning centers, develop some special "haven't had time to" project, develop activities for parent involvement, develop organization and storage aids, make study carrels, card holders, feelie bags,...materials provided (you might want to save little boxes), sewing machine and primary typewriters available for use.
Audrey Sanchez.

*Individual workshops are announced through flyers:*

San Francisco Ecology Center - Communities: A Slice of the City.
Instructor: Carolyn Shaffer, San Francisco Ecology Center Environmental Education, and Erica Fielder, Program Designer, California Institute of Man in Nature.
This course is designed to focus on the overlooked world surrounding us--getting into our day-to-day urban environment and studying its effect on us and our effect on it. Participants will take public transportation from the Teacher Learning Center to sample neighborhoods. Activi-

ties to extend awareness and learnings will be given--sharpening of city senses. Participating teachers will be encouraged to invite the instructors to their classrooms to work with their children; the period of March 31 through April 4 has been set aside by the instructors for this purpose.
Saturdays, March 1-April 5, 9-5:30p.m.
One unit of increment credit, if desired. Limited to 20 participants.

THE BAY AREA LEARNING CENTER and the TEACHER LEARNING CENTER in cooperation with the JAPANESE-AMERICAN COMMITTEE ON EDUCATION present: Japanese and Japanese-American Workshop. Speaker: Shizue Yoshino, Assistant Director, Japanese-American Curriculum Project, San Mateo, Calif. May 1, 4-9p.m.
Keynote Address: Self-Image of the Asian Child in Multi-Cultural Education.
Activity: Developing Materials for Japanese and Japanese-American Learning Centers (Lots of new materials and activities.) Please bring a cassette tape if you wish to have a copy of recorded materials developed during the activity workshop.
Dinner Break: A Special Japanese Obento (box lunch) will be available for $3.25. Order must be placed when you call to register.

Paraprofessional Workshop. Instructors: Joan Higgins, ESEA Compensatory Mathematics Resource Teacher; Richard Meder, Teacher Learning Center, Staff Development; John Ryan, Teacher Learning Center, Staff Development; Audrey Sanchez, Teacher Learning Center, Staff Development; and Carol Tucker, Paraprofessional Services.
This course is specifically designed for paraprofessionals currently working in schools. Activities and materials to enrich the areas of reading, language arts, mathematics and science will be presented.
May 8, 10, 17. 4-9:30p.m. Teacher Learning Center. One unit of credit from City College of San Francisco under Instructional Assisting (Orientation) 50.

CHILDREN'S DAYS
Instructional programs for Children's Days are based on the following assumptions about ways in which children learn and learn how to learn:
...It is important for intellectual and social development that the instructional program and the physical environment be structured to provide for interaction among students.
...The selection of instructional materials and activities should be based upon the appropriateness of those materials and activities for each learner's cognitive and social-emotional development.
...It is important for elementary school children to use concrete instructional materials for the effective development and extension of basic skills.
...The teacher assumes a variety of roles in implementing an effective instructional program.
Each teacher bringing a class for Children's Day is required to enroll in preseminar: 4-5p.m. on a Thursday preceding the class visit, with the TLC staff. Please bring class roster at this time.
Pre-Seminar: October 3, January 6, April 3.
Primary: October 7, 8, 9, 10; January 20, 21, 22, 23; April 7, 8, 9, 10.
Pre-Seminar: October 24, February 20, May 1.
Intermediate: November 4, 5, 6, 7; February 24, 25, 26, 27; May 5, 6, 7, 8.

**Teachers' Active Learning Center (TALC)**
**The Teacher Shelter at START**
**Oakland Public Schools**

**314 East 10th Street**
**Oakland, California 94606**
**Amity Buxton, Director**

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**Initial Inquiries**
Amada Brown, (415) 836-2622 Ex. 878 or 451-7741

**Descriptive Literature**
*Introducing the Teacher Shelter at START*, free brochure.

**Visiting Times**
Thursday afternoons by appointment with Amada Brown or Amity Buxton. Center hours: 9-9 Tuesday and Thursday, 1-9 Wednesday.

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## What Goes On

Teachers consult with TALC advisors, who act as the Shelter staff, about how to make classroom materials and learning sequences. Teachers attend scheduled single or long-term, afternoon or evening workshops or discussions given by TALC in the Shelter (math, science, arts, social studies, language arts, and crafts). At the request of teacher groups, TALC staff organizes and presents special workshops or discussions in the Shelter or at school sites. Topics include using the outdoors for science and language arts, setting up learning centers, and construction for classrooms. TALC advisors manage aspects of teachers' center development, such as the design of space, programming, teaching workshops, public information, and management of a center. In this capacity the TALC advisors act as models for the Teacher Shelter committee, who will eventually manage the Center themselves.

## For What Purposes

"To help teachers, through active learning, to become aware of the learning process, learn about individual differences, child development, and principles underlying the content materials. To help teachers begin to adapt what they learn to the individual children and on-going

curriculum in their classrooms; to help teachers begin to develop active learning sequences integrating a variety of materials in an interdisciplinary framework. To develop a physical learning environment that also functions as a club or lounge that teachers can call their own. To document the whole process of how a center can come in and be integrated into a district."

## Scope

Participants, mainly preschool through elementary teachers, come from public, alternative, and parochial schools, Head Start, nursery, and day care centers, in Oakland, Berkeley, and San Francisco. Parents, student teachers, and principals also attend some Center programs.

## Basis for Participation

Participation is voluntary and free; teachers attend on their own time. District inservice and college credit (California State University, Hayward) can be earned by teachers who, with TALC staff, select, plan, complete, and analyze 10- to 15-hour combinations of workshops or other activities. Because the Center is funded partially with state adult-education funds, courses are open to all adults within the district.

## Setting

The Center is located at the southern end of Lake Merritt near downtown Oakland, in a former technical school that is now Oakland Public Schools' staff development center (START). In adjacent areas of the building are a public day care center, START's curriculum materials display, professional library, media department, demonstration schools, and classrooms for the city-wide inservice program.

The Center occupies ground-floor rooms 4 and 5 at START and includes a lounge, active-learning workshop area, and a construction workshop and "scrounge" depot.

## Staff

*Amity Buxton*, TALC director, former teacher of preschool, elementary, high school, and college graduate students in English and elementary education (San Francisco State University).
*Amada Brown*, TALC curriculum coordinator, former

teacher 1-7 (Brazil), ESL tutor in adult education (San Francisco). (Amada will continue with the TALC staff until fall 1975 when an Oakland teacher will join the staff to learn how to operate the Shelter.)
*Roberta Davis*, construction and recycling coordinator, former teacher (Oakland).

## Style

Influenced by the English teacher centers concept, TALC asserts that "you can trust teachers to be learners and thus perceptive developers of relevant curricula for children." Workshop planning emphasizes the ultimate goal of training teachers to be knowledgeable curriculum developers. Courses are interdisciplinary, usually united by a common theme such as structures and forces or facts and fantasies. "When we give a workshop we interrelate the actual handwork (making masks or musical instruments or weaving, for instance) with other disciplines--the history of the article and the culture of the countries where they are used...or the mathematical and scientific principles involved. When we teach bookbinding, we discuss how children can illustrate or write their own stories...how they can make attractive books out of old textbooks. We may go into the history of bookmaking and printing...or into reading process and child development. Active learning of this kind can open up whole new concepts of learning for the teachers and their children."

Courses are offered on two levels: first, single-session workshops in which "teachers make materials or experiment with crafts-type learning--activities that don't imply major classroom changes"; then "more coherent courses that treat the sequence, goals and underlying philosophy of learning; the long-term courses are designed to get teachers to think deeply about curricula." Workshops are taught by TALC staff, consultants, and local teachers; the role of staff and workshop leaders is "non-judgmental; that of resource person/facilitator/guide. Staff development at TALC is teacher initiated: Teachers know which skills or content areas they need to develop in order to teach more effectively and will voluntarily engage in staff development sessions where there is an active attractive learning environment of materials, resource people and curriculum content."

## Origins

In 1966, San Francisco State University began placing stu-

dent teachers in newly desegregated classrooms in Sausalito, across the Golden Gate Bridge from San Francisco. The Sausalito Teacher Education Project (STEP) was supported by California's Office of Compensatory Education and the U.S. Office of Education's Bureau of Education Personnel Development (EPD). In 1968, STEP curriculum coordinator Amity Buxton and Sausalito mathematics teacher Marilyn Burns, who had worked with the Madison Project, began offering active-learning mathematics workshops for the STEP students. In 1969 STEP branched to San Francisco, under continued EPD funding to support preservice teachers doing field placement in two newly integrated San Francisco elementary schools. During the summer of 1970, two STEP staff members (one of whom had worked in England during 1968-69) went to the United Kingdom to gather active-learning curriculum materials and to observe English teaching methods and teachers' centers. Amity Buxton participated in an open education teacher workshop in Cambridge, Massachusetts, sponsored by the National Association for Independent Schools.

In November 1970 five members of the STEP staff formed the independent Teachers' Active Learning Center to serve both classroom and student teachers. When the San Francisco Foundation contributed six-months funding for staff, newly graduated STEP students became the core group of teacher participants in weekly workshops that now embraced topics other than mathematics. Teacher participants came to the storefront center from Oakland, Berkeley, and Marin, as well as from San Francisco. Staff continued to draw from the English experience; Edith Biggs provided assistance, and a former British headmaster was hired to work with the staff during the first year.

In October 1972 TALC moved to a Mission Street loft near San Francisco's Civic Center, as the Ford Foundation contributed money for a teaching staff of five, space, materials, and consultants. During 1973-74, Rockefeller Foundation supported the Center at a level which provided operating money but no coordinating staff. Amity Buxton and Amada Brown maintained TALC as volunteers; there were some contracted services; and Friends of TALC contributions continued the consultant program for the year.

In November 1973 Oakland public schools inservice staff began helping a cluster of teachers plan for their own relaxation-and-sharing space and workshop program. They opened a drop-in, cardboard carpentry workshop and recycle supply room, the Teacher Shelter, in January 1974. TALC

consulted with this teacher planning group and in August 1974 moved to Oakland to serve the Teacher Shelter--as resident consultants on the development of a teacher-run teachers' center and as instructors of workshops and advisors to teachers.

## Organization, Management, Funding

1974-75 funding comes from the Rockefeller Brothers Fund, from state adult-education funds through Oakland Public Schools, from the San Francisco Foundation, and from the Office of Education's National Center for Improvement of Educational Systems (EPDA funds) through the Bay Area Learning Center. BALC funds help support Oakland Public Schools' START staff-development program; START provides the Center's space, maintenance, and secretarial services.

TALC is a nonprofit organization temporarily based in Oakland Public Schools' staff development department. *Learning* magazine comments, "Teacher center people understandably fear loss of independence once a school district is involved in their financial support. Still, says director Amity Buxton, 'we hope to prove that with a supportive administration and supportive teachers, a place like this can function and flourish within a district.'"

The START staff (within the Oakland Public Schools' Office of Educational Resources and Development) has administrative responsibility for the Teacher Shelter, but delegates program and space decisions for the Shelter to TALC. A group of teachers whom START invited to plan the Shelter, and other teachers who have volunteered to join the group, advise TALC staff on programming monthly. TALC also conducts questionnaire needs assessments of Center participants. TALC staff do not plan to remain in Oakland permanently. They view themselves as program developers for the teacher center, preparing participants to take over management. "We are acting as consultants to help Oakland teachers begin their center--then we'll move somewhere else."

## Topics for Exchanges

Development of curricula for teacher learning, provision of program continuity in teachers' centers "so that courses *go* somewhere." Documentation of how a center can be integrated into a school district. Workshops for middle-school and secondary teachers. Japanese Teacher Centers (Amity Buxton visited Japanese centers during

September 1974.) Evaluation of student learning in informal classrooms (Together with Bill Baker, coordinator of Early Childhood Education for Alameda County Schools, Amity Buxton has started a local evaluation study group. Evaluation information and instruments are being collected by Amada Brown at the Shelter.) Bilingual-bicultural education.

## Publications

Raskin, Bruce. "Teachers Helping Teachers." *Learning*, September 1973, 2 (1), pp. 29-32. (Reprints available from the Shelter.)

"Teacher Centers - For What?" *English Education*, (in press).

The Center has received a grant from the Center for Understanding Media to produce a videotape on teacher workshop development. The film will show planning, development of the Center learning environment, conducting of workshops, and follow-up work at the Center.

# limpses of Programs

*following afternoon and evening kshops were offered during January February 1975. Courses are led by ff, local teachers, and consultants.*

UARY 1975
sday 7: ORGANIZER workshop - (Bring mmer.) All filled - call if you 't come. 4-6pm.

sday 14: MASKS..."how to make" from ariety of materials.
SKS...in other places and other times. for theatre and improvisation.
pm. (3-12)

rsday 16: "IDEAS, etc."

sday 21: RUGMAKING - All filled - ll if you can't come. 4-6pm.
-12)

dnesday 22:- IMPROVISATION - Impro- sation techniques and activities. aracterization, stories, ways to make eatre happen in your classroom. 9pm. (K-6)

dnesday 22 & 29: LANGUAGE MASTER - ke innovative cards to extend its e. (Bring your own cards.) 4-6pm.

esday 28: BOOKBINDING - for chil- en's work: creative writing, etches, journals...for making attrac- ve books from old texts. 4-6pm. -12)

Wednesday 29: IMPROVISATION - More improvisation in new spaces...settings.... More ways to create REAL fantasies in your classroom. 7-9pm. (K-6)

If you want to join us in any of these activities, call ahead of time to be sure there'll be enough space and materials for you. 836-2622 Ext. 878 or 451-7741.

Scrounging hours: Tuesdays and Thursdays 4-9.

If you can share skills, talents, information....If you have a request for a workshop....Let us know...

FEBRUARY 1975
Tuesday 4: CARDBOARD CARPENTRY - make shelves and screens for your classroom. 6-9pm. (K-12)

Wednesday 5: SCIENCE PROJECTS using everyday things from your kitchen and closet. 4-6pm. (K-6)

USING MYTHS IN THE CLASSROOM (particularly Greek & Native American) for... creative writing projects...improvisation. 7-9pm. (5-10)

Thursday 6: IDEAS, etc. - an on-going exchange of ideas about education. New comers welcome. 4-6pm. (7-9)

Tuesday 11: FLUTES & DRUMS from other

cultures - to make, play and decorate. 4-6pm. (2-12)

Tuesday 18: RUG-MAKING from scrounge materials. (Filled - Call if you can't come.) 4-9pm. (K-12)

Wednesday 19: TEACHER SHELTER ADVISORY BOARD - new comers welcome. 3:45-5pm.

PLACE VALUE - From Peruvian quipu to desk calculator. 7-9pm. (K-12)

Thursday 20: IDEAS, etc. - an on-going exchange of ideas about education. New comers welcome. 4-6pm. (7-9)

CREATIVE WRITING FOR MIDDLE SCHOOL - A variety of ways to motivate and extend creative expression. 4-6pm. (5-8)

Tuesday 25: MORE BOOKBINDING - for children's or teacher's work. 4-6pm. (K-12)

MUSIC AND MOVEMENT - for Ceremonies and Rites using sources from Africa and Asia. (Bring drum/flute, mask...) 7-9pm. (K-12)

Wednesday 26: CLASSROOM GARDENING - I How to plan, start, and keep green a classroom garden. (Starting point for a series on Native American knowledge and use of California plants.) 7-9pm. (K-12+)

**The Teachers' Center at Greenwich**
**Greenwich, Connecticut**

**1177 King Street**
**Greenwich, Connecticut 06830**
**Celia Houghton, Director**

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**Initial Inquiries**
Celia Houghton or Florence Levins, (203) 531-5252.

**Descriptive Literature**
See "Where Teachers Help Teachers." *Teacher*, 92 (5), January 1975, pp. 55-57.

**Visiting Times**
By appointment with Celia Houghton or Florence Levins. Center office hours are 9-5 Monday through Friday; workshop hours are 3:45-9 Monday through Thursday.

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## What Goes On

Over 300 teachers attend two-week summer programs which include math, science, environmental and social studies, language and reading, arts and crafts, drama, movement and dance, music, and photography and filming. During the school year, Summer Institute graduates are invited to join Child Study seminars on language acquisition, reading, and alternative evaluation methods. Local teachers attend 12-week series of after-school workshops on topics like developing and managing learning centers, mathematics for nonmathematicians, and language development and reading. A local teacher on sabbatical serves as an intern, learning about Center operations.

## For What Purposes

"To provide local opportunities for public school teachers to further their own development, to feel strong personal support in their examination of their own positions; to engage in discussion and dialogue on the direction their work is or might be taking; to get more fully in touch with themselves as persons and with their own professional competence; and to confirm, modify, or radically change their conception of their role as teacher." To offer help

on problems teachers encounter in their daily work, and to help them try out alternatives to traditional instruction.

## Scope

Most participants are public elementary teachers from New York's Westchester and Rockland Counties, and from Fairfield County, Connecticut. Day care personnel, aides, parents, and secondary teachers also attend Center workshops. Although most Summer Institute participants come from local areas, 82 towns in the United States and Europe were represented in 1974.

## Basis for Participation

Teachers participate on their own time, voluntarily, and pay about $5 per session; series usually consist of 12 sessions. Summer Institute participants pay a fee to cover Institute expenses; scholarships are sometimes available. Three local colleges (Manhattanville, Fairfield University, and the College of New Rochelle) offer graduate credit, for an additional fee, to Center participants. In most districts, teachers may receive district inservice credit for Center courses.

## Setting

The Center's office and its workshop classrooms are in separate locations. The office is two rooms--one for staff desks and one for a lounge--remodeled from an apartment above a carriage house on the grounds of a private girls' school run by the Sisters of the Sacred Heart. The school is about 10 minutes from Port Chester Railroad Station and is most easily accessible by auto or taxi. The Center workshops are held in a former curriculum laboratory and classroom at Manhattanville College in Purchase, New York, about four miles from the Center's office.

## Staff

*Celia Houghton*, director; former elementary teacher (England, Italy, and Norway), workshop instructor (Workshop Center, CCNY), advisor (CCNY Open Corridor Program). *Florence Levine*, administrative officer.

## Style

"We don't focus on what teachers do with kids; we want teachers to do work at their own level and we'll help them

translate it to kids' level. Then we ask, in what way could this be adapted or applied to your classroom. Participants are encouraged to follow their own interests and lines of inquiry."

"Questions arise from teachers' observations of children, and when teachers feel themselves to be in a supportive atmosphere and free to discuss their failures and doubts as well as their successes, very profitable discussion of these observations takes place, leading the teacher nearer to the heart of the educational process, the child.... With increased understanding, the teachers, in seeking to be responsive to the individual needs of each child, will raise questions on school and classroom organization of space and time, on degrees of structure in the learning situation, and on effective methods of recording children's progress."

## Origins

In summer 1970 Edward Yeomans and other staff from the National Association of Independent Schools held a month-long open education workshop at the Convent of the Sacred Heart in Greenwich; this was one of many summer sessions NAIS organized in the East beginning in 1968. Greenwich summer workshops continued, with one or two a year and with up to 130 teachers, administrators, paraprofessionals, and parents participating. The teachers' center was planned as a place to relate to the needs of teachers beyond the summer workshop experience; in 1972 a planning grant from the New World Foundation made it possible for Celia Houghton to organize after-school programs taught by local consultants. The workshops were primarily for teachers who had attended summer workshops but also open to all area teachers. In the summer of 1973, the Center received grants from New World and Rockefeller Brothers Foundations. Jenny Andreae, who had helped conduct a Title III open education project in nearby New Rochelle, joined the Center to offer an in-school advisory program in 1973. Because of the inability to secure enough money to support the program, advisory services were discontinued at the end of 1974.

## Organization, Management, Funding

The Center is supported through workshop and conference fees, and through the Rockefeller Brothers Fund, the New World, Bydale, and Arca Foundations. The Center is a nonprofit organization; funding is channeled through the

Convent of the Sacred Heart. A board, consisting of the Convent's principal, a district superintendent, and teachers approves the direction Center work is taking and offers advice on questions that arise.

## Topics for Exchanges

Information on colleges offering graduate programs with concentration in open education; the Center staff is compiling a directory of this information.

## Publications

*The Center.* Magazine published irregularly contains position paper, activities for elementary students. Contact the Center for information.

Houghton, Celia. "Reading For The Beginner: Open But Deliberate." *Learning,* 3 (1), August/September 1974, pp. 90-94. This article offers some ideas and suggestions for teaching beginning reading in the open classroom.

Houghton, Celia. "Where Teachers Help Teachers." *Teacher,* 92 (5), January 1975, pp. 55-57. A description of the center and its activities.

# Glimpses of Programs

WORKSHOPS: SPRING 1975 SERIES II
(April, May, June 1975)
Social Studies (K-12) - This series will focus on the Bicentennial and will involve participants in interdisciplinary inquiry; in building up resources; and in planning for Bicentennial studies appropriate to the children each teaches.
Tuesdays: 3:45-6:15p.m., April 15, 22, 29; May 6, 13, 20, 27; June 3, 10, 17. (Plus one double session Saturday, May 17th, 9-12:30.) Pearl River High School, E. Central Ave., Pearl River, New York.
Thursdays: 4-6:30p.m., April 10, 17, 24; May 1, 8, 15, 22, 29; June 5, 12. (Plus one double session Saturday, May 24th, 9-12:30.) Manhattanville College, (Spellman Hall, Rm. 2) Purchase, New York.
Workshop Leader: Celia Houghton

Science (K-8) - This series aims at helping teachers to help children K-8 to learn science through firsthand experience using a variety of methods.
Tuesdays: 6:30-9p.m., April 15, 22, 29; May 6, 13, 20, 27; June 3, 10, 17. (Plus one double session Saturday, May 17th, 1-4:30.) Pearl River High School, E. Central Ave., Pearl River, New York.
Thursdays: 6:45-9:15p.m., April 10, 17, 24; May 1, 8, 15, 22, 29; June 5, 12. (Plus one double session Saturday, May 24th, 1-4:30.) Manhattanville College, (Spellman Hall, Rm. 2) Purchase, New York.
Workshop Leader: Celia Houghton

*The following is the summer 1975 schedule.*

WORKSHOPS: SUMMER 1975
At the Convent of the Sacred Heart, 1177 King St., Greenwich, Connecticut.
June 24-July 14: 9-3:30 (weekdays).
Also at Pearl River High School, E. Central Ave., Pearl River, New York.
June 23-July 11: 9-3:30 (weekdays).
In-depth experience intended to allow the participant to involve himself in individualizing through open education, to experience education in a workshop setting. The workshop will be a place to come and work with materials, try things out, discuss concerns, explore the environment, in a relaxed and supportive atmosphere, with the guidance of expert practitioners. The participant will live through the "process involved" in "opening up" - in planning, organizing, setting up, and recording, in doing art and crafts, music, movement and dramatics, mathematics, science, reading and language, all through the "integrated day" approach (no prerequisite).
Cost: $145 (exclusive of college credits); 6 graduate credits offered by: Manhattanville College, College of New Rochelle, Fairfield University.

At the Convent of the Sacred Heart.
July 15-July 31: 9-3:30 (weekdays).
Workshop in communicative and expressive arts. This workshop is offered to people who have already taken a summer workshop or a one-semester after-school

workshop series. It will offer: Movement and Dance, Art and Crafts, Music, English and Drama.
Cost: $145 (exclusive of college credits); 6 graduate credits offered by: Manhattanville College, Fairfield University.

at Pearl River High School.
July 14-July 26: 9-3:30 (weekdays)
This workshop is offered to people who have already taken a summer workshop or a one-semester after-school workshop series. Participants study in-depth, in the field of mathematics, science or social studies.
Cost: $145 (exclusive of college credit); 6 graduate credits offered by: Manhattanville College, College of Rochelle, Fairfield University.

OCCASIONAL CONFERENCES

The Teachers' Center at Greenwich in cooperation with The Convent of The Sacred Heart announces a conference for District and School Administrators on Evaluation. Thursday, May 16, 1974, 9:30-3 with:
Ms. Patricia Carini, Prospect School, Vermont; Dr. E. Chittenden, Educational Testing Service, Princeton, N.Y.; Dr. Vito Perrone, C.T.L. University of North Dakota; Dr. Sylvia Ross, Bank Street College of Education, N.Y.; Dr. Harvey B. Scribner, University of Massachusetts; Professor Lillian Weber, Workshop Center for Open Education, C.C.N.Y.; Dr. Herbert Zimiles, Bank Street College of Education, N.Y.
Conference fee, which includes lunch: $15 per participant.

**St. Louis Area Teachers' Center and Belleville Area Teachers' Center**
**Southern Illinois University Teachers' Center Project**

**The Teachers' Center Project**
**Box 49**
**Southern Illinois University**
**Edwardsville, Illinois 62025**
**Thomas C. O'Brien, Director**

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**Initial Inquiries**

Donna Logsdon, (618) 692-3082

**Descriptive Literature**

Brochure; "Center Notes," occasional newsletter, free.

**Visiting Times**

Wednesdays, 4-6:30 p.m. at Belleville Center (5800 West Main Street) and Thursdays, 4-6:30 p.m. at St. Louis Center (New City School, 5209 Waterman Avenue., St. Louis).

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## What Goes On

In 12-week cycles at both Belleville and St. Louis locations, elementary and junior high teachers from public, parochial, and independent schools meet one afternoon a week to talk and compare notes ("Bring and Boast") informally; join in a seminar on children's thinking (based on their own readings, child observations, and videotapes); and participate in small groups doing mathematical investigations or inventing math activities for their students. Several times a year the Project sponsors, for the educational community and center participants, short courses given by visiting mathematicians, developmental psychologists, and educators.

## For What Purposes

"To help teachers develop their own *point of view* with respect to education"--especially mathematics--so that they will be able to "fend off disarticulated bits and tricks and bandwagonry which are commonplace." To assist teachers who wish to pursue their own learning in mathematics and in developmental psychology--especially

Piaget--by providing them the company of fellow teachers and the intellectual stimulation of master teachers and scholars.

## Scope

Two groups of teachers each numbering from 10 to 30 participants from public and parochial schools in the St. Louis metropolitan area, meet weekly on a continuing basis at the Centers. Belleville is a town east of the Mississippi River from St. Louis. Most participants are elementary school teachers, some junior high.

## Basis for Participation

No charge for participation; prior registration not required. Teachers participate on their own time and, it is generally expected, on a continuing weekly basis over 12-week quarters. Short courses or lectures by visiting experts and one-week summer workshops also are free.

## Setting

Weekly sessions are held in an independent school (St. Louis) and a recently retired spaghetti house (Belleville). Both are recently acquired permanent facilities; previously, borrowed church quarters were used. There is always food, informal talk and relaxation, and a library and mathematical apparatus for teachers' exploration at their own levels of understanding.

## Staff

*Thomas C. O'Brien*, director, associate professor of mathematics education, Southern Illinois University, Edwardsville.

## Style

The teachers' centers are *grassroots* operations, getting together regularly on a voluntary basis. They are also described as *"organic*--evolving slowly from the existing core of volunteers...in context with their needs and growth · *"coherent"*--focussing on mathematical thinking and just beginning to investigate language development, largely within a Piagetian framework; and *"collaborative"*

--"there is a vast untapped richness in teachers that can be released when they collaborate."

Collaborative work is on two levels: teachers' *own* learning about mathematics, psychology, and children; also observing and extending their *pupils'* learning. Distinction between such activity and inservice is sharply drawn: unrequired and unpaid participation in the Center is thought to insure that teachers are operating from their own motivation to learn rather than from administrative compulsion or for salary increments. Also there is strong emphasis on the need for a consistent focus on one approach to teaching rather than a pot-pourri of courses--the "disarticulated bits."

## Origins

In the spring and summer of 1972, teachers who had taken a Southern Illinois University (Edwardsville) extension course in mathematical education from Tom O'Brien began to meet regularly and voluntarily in nearby Belleville. O'Brien procured a grant from the National Science Foundation in September 1972 to start the weekly sessions in Belleville and another series in St. Louis.

## Organization, Management, Funding

National Science Foundation (Materials and Instruction Development Section) provides a part-time office, supplies, visiting lecturers, and instructors. O'Brien contributes his time as coordinator of centers' programming and as leader of weekly seminars. The Centers' support comes from Louis D. Beaumont Foundation and Southern Illinois University. A core group of original participants shares workshop leadership with Tom O'Brien.

## Topics for Exchanges

Encouraging teachers to construct and act from a point of view based on research and on their own observations of children's thinking rather than to act atomistically and mechanistically; assisting and communicating with other teachers and teachers' centers via conferences, an occasional newsletter, and the dissemination of research papers and informal position papers. Some 20 publications are available at cost (see "Publications" section).

## Publications

*A Point of View: Proceedings of the First American Conference on Teachers' Centers in Mathematics Education.* The Teachers' Center Project, Southern Illinois University, Edwardsville, 1974, $2.50. Lectures and seminar proceedings from an April 1974 conference of mathematics educators from universities and from math teachers' centers, sponsored by the National Science Foundation and the Teachers' Center Project. There are papers about several math centers in the U.S., and lectures by British educators E. A. Orsborn and Joan Tamburrini, and Max S. Bell (University of Chicago).

*Point of View* lectures available individually for 50¢ are the following: Bell, Max S. *"Applications of Mathematics for the Elementary School Curriculum"*; O'Brien, Thomas C. *"The Teachers' Center Project"*; Orsborn, E. A. *"Some Background on Teachers' Centers"* (in England); Tamburrini, Joan. *"Implications of Piagetian Research."*

British Monograph Series: *Implications of Piagetian Research for Education*, available for 50¢ each: Bliss, Joan (Chelsea College); Hitchfield, Elizabeth (Northampton College of Education); Lovel, Kenneth (University of Leeds); Morley, Arthur (Nottingham College of Education); Tamburrini, Joan (The Froebel Institute, London); Whittaker, Dora (Schools Council, London).

Problem Solving Booklets for Children by the Teachers' Center Participants, 50¢ each: *"Kids and Calculators," "Problems Please," "Mathematical Codes," "Tangram Blockbusters," "Patterns and Problems," "A Book of Geo Problems, Geo Puzzles, and Geo Projects," "Container Problems."*

Teachers' Center Project Occasional Papers, 50¢ each: *"Hypothesis Testing--A Classroom Activity"* (T. C. O'Brien and Pat Budde); *"Why Teach Mathematics"* (T. C. O'Brien); *"New Goals for Mathematics Education"* (T. C. O'Brien); *"Some Comments on British Education"* (T. C. O'Brien).

Three Lectures by E. A. Orsborn, Head Teacher, Julian's School, London, 50¢ each: *"On Literacy," "The Integrated Day," "Teachers' Centers and In-Service Education."*

# Glimpses of Programs

WORKING GROUPS

Our major work takes place in collaborative working groups which meet weekly. Here teachers chat, plan, and research in respect of issues important to them and to the intellectual development of children. Working groups for 1973-4 involved the following issues:

Cube activities for the reluctant learner (similar to ESS's geoblock mapping problems).

Attribute block activities for the young child.

Pendulum and motion activities (a research issue for teachers). An example: rig a pendulum so that one swing takes one second (a problem itself!). One might agree intuitively that the half-arc point is the half-second point. (Is it?) Is the quarter-arc point also the quarter-second point?

An investigation of the properties of circles and ellipses (a research investigation for teachers).

Research on the classification abilities of children.

Consumer-environmental activities: a practical application of mathematics education.

Hypothesis testing, a curricular and research issue stimulated by the research of P. C. Wason (see his Thinking and Reasoning).

Language and collaboration in writing, an issue stimulated by P. C. Wason's interest in the role of writing and writing collaboration in intellectual development.

THE TEACHERS' CENTER PROJECT PRESENTS a public session for elementary teachers "MIRROR CARDS, MILK CARTONS AND MATHEMATICS" by Dr. Marion Walter.

Wednesday, January 8, 1975, 4:00-6:30 p.m. at the Belleville Area Teachers' Center, 5300 West Main Street, Belleville.

Dr. Walter is the developer of Mirror Cards for EDC and the author of the NCTM publication, Boxes, Squares and Other Things. She is currently affiliated with Boston Children's Hospital doing work on geometric thinking and visual art with children. Her degree is from Harvard University where she spent six years teaching in the Graduate School of Education.

This public session is open to all interested educators. Refreshments will be served. There's no charge for participation in teachers' center activities. The Belleville Area Teachers' Center is supported by the National Science Foundation through a grant to Southern Illinois University-Edwardsville.

Optional graduate credit (Ed.El. 433 f) is available with consent. Registration will take place January 8 and January 15 at the BATC.

Knowledge is not a spectator sport.

"MATHEMATICS EDUCATION AND THE GROWTH OF THINKING," the Third Annual Summer Workshop of the Teachers' Center Project, takes place August 12-16, 1974, at the St. Louis Area Teachers' Center and the Belleville Area Teachers' Center. Monday through Wednesday, sessions will be held at Hanley Road Baptist Church, Hanley at Maryland, Clayton. On Thursday and Friday we will meet at Zion Lutheran School, Carlyle Road at McClintock (next to Sav-Mart Plaza) in Belleville. Hours are from 9:30 a.m. until noon.

Our 1974 summer session will be conducted by David S. Fielker, editor of the journal, Mathematics Teaching, and head of London's Abbey Wood Mathematics Centre. There is no charge for the workshop. To preregister or for further information write The Teachers' Center Project, Box 49, Southern Illinois University, Edwardsville, Illinois 62025, or call (618) 692-3082.

ANNOUNCING THE APPOINTMENT OF DR. PETER C. WASON AS VISITING SCHOLAR

Professor Peter C. Wason will be Visiting Scholar at the Teachers' Center Project during the month of May, 1974. At each of our regular sessions in May Dr. Wason will conduct an informal colloquium for teachers and administrators on language and thought.

Wason is Reader in Psycholinguistics at the University of London. He is editor of Thinking and Reasoning and author of The Psychology of Reasoning. A former Senior Research Fellow at the Institute of Cognitive Studies, Harvard University, Dr. Wason holds a M. Litt. (Oxon) and a Ph. D in Psychology from the University of London.

Dr. Wason's appointment is the result of a grant from the Louis D. Beaumont Foundation through Southern Illinois University at Edwardsville.

**West Genesee/Marcellus/Syracuse University Teacher Center**
**West Genesee Central and Marcellus Public Schools**
**and Syracuse University, Camillus. New York**

**Stonehedge Elementary School**
**Sanderson Drive**
**Camillus, New York 13031**
**Christine San Jose, Coordinator**

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**Initial Inquiries**
Christine San Jose, John McIntyre, or Eilene Wilson, (315) 487-4642

**Descriptive Literature**
Free flyer telling who, what, how, when, where, why.

**Visiting Times**
School days by appointment.

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## What Goes On

1. As a preservice field site for Syracuse University students, the Center places juniors and seniors in public school classrooms. Students are from elementary (N-6 and N-9), secondary, early childhood, and special education programs. Center staff (the students' field supervisors) bring together students and classroom teachers to tailor each student's field experience--from observing children, to making curriculum materials, to first attempts at instruction, to prolonged periods of total classroom responsibility--while at the same time forwarding the classroom teacher's objectives for the children.

2. Through this collaboration with preservice, classroom teachers help assess student teachers' competence, make contributions to campus education courses, and engage in discussions with Center staff, district administration, and professors about current educational philosophy and implementation issues.

3. Teachers use the Center to communicate their short- and long-term needs for inservice; to suggest workshops and courses; to design and teach some of them; to initi-

ate and carry out independent projects.

4. Center staff gather and exchange instructional ideas among classrooms they visit, maintain a professional library and teaching resources room where teachers and students meet, exchange ideas, and consult with staff.

## For What Purposes

"To achieve joint sovereignty for teacher education shared by the University and the school districts. . .To articulate the theoretical teacher education faculty (college) with the clinical teacher education faculty (school) in such ways that they work together in teams at the same time, in the same place, on common instruction and supervisory problems." To spark movement of public school teachers toward independent study, individualized instruction, and lively curriculum resource centers for children. "To analyze objectively and systematically what goes on in the classroom and to develop specific goal-oriented strategies for teaching and supervision....To individualize professional development--for pre-professionals as well as for practicing professionals."

## Scope

Three elementary schools and one junior high school in West Genesee, a "bedroom" suburb of Syracuse, and one elementary school in Marcellus, a similar community, receive about 150 juniors and seniors from Syracuse University for field placements during a school year. In return, teachers in these buildings design inservice activities for themselves, which are also available to other teachers in the school district. About 120 teachers participate each year.

## Basis for Participation

Classroom teachers who accept Syracuse education students for field placements "earn" tuition remission vouchers entitling them to register in graduate courses at the University. The teachers "bank" their vouchers in the Teaching Center, which designs and sponsors courses, workshops, or special projects for University credit. These Center programs are open without charge on an audit basis to all teachers in the West Genesee and Marcellus school districts. However, those who have not helped with student teachers' field placements must pay if they wish to

earn Syracuse credit. Parents and Syracuse students may also audit Center courses free. Additionally some vouchers from the "bank" are made available each semester for teachers in Center schools who prefer regular Syracuse courses.

## Setting

In Stonehedge, a modern elementary school in Camillus (population 30,000, located seven miles west of Syracuse). The Center has office space and two small rooms: one a curriculum construction room; the other a professional library, lounge, and meeting room.

## Staff

*Christine San Jose*, coordinator, language development specialist.
*John McIntyre*, assistant coordinator, doctoral candidate in curriculum, former elementary and junior high teacher.
*Harry Dross*, graduate assistant, graduate student in guidance, former elementary teacher.
*Eilene Wilson*, secretary.

## Style

With four constituencies--Syracuse faculty, Syracuse students, public school administrators, and public school teachers (including the union)--to satisfy and mediate among, Center staff performs a juggling act that relies on dexterity, timing, energy, trust, and constant perception of the advantages of partnership. "The coordinating job is one of facilitating enrichment of the roles of Center participants, with constant cooperation among them."

"In inservice work we believe we can be flexible and responsive to classroom teachers and still maintain university standards...teachers *will* come up with high standards of what constitutes a serious body of work *if* they are assisted to work on instructional problems which they identify as practical and relevant, and to work not only at the practical surface but also in some theoretical depth. A teacher needs to understand the rationale underlying any practical change she undertakes; why she's doing it, what improvement she's looking for in the child, what the criteria will be for assessing the innovation's worth. In teachers' involvement with professors in designing student teachers' courses and exit requirements, we ask for their thinking as well as their know-how."

"Teachers contribute to the University plans for preservice many specific requests, suggestions, and offers of help, covering wide areas of student training on campus as well as in the field. And in turn we recognize this participation in preservice as the most far-reaching means of inservice renewal. It looks as if our deepest thrust to lasting classroom gains will be the constant discussion among teachers, University faculty, and University students as to what we think good teaching consists of, our joint efforts in trying out ways to bring it about, and persistent evaluation of what we have done."

The Center projects no one theory of learning, as its coordinator believes, "There are as many different teaching styles as there are people. Advising teachers is a matter of knowing the right moment to give the right thing to the right person. Insecurity and loneliness are the chronic disease of the teaching profession. I will not make teachers lie down under one more golden rule! Better teachers are not made by more and better techniques. A teacher becomes better by becoming a fuller person, perhaps even by taking a course that's just for fun."

## Origins

In 1970 Syracuse teacher-education faculty under the leadership of Assistant Dean James F. Collins began exploring a structure for preservice placement of students that would provide greater involvement of classroom teachers in the students' course work and assessment. Collins brought comprehensive experience of a preservice-inservice exchange from the teaching centers he had pioneered at the University of Maryland, his previous post. Recognition was given to the State Legislature's movement to require new teacher certification on the basis of classroom "competencies" rather than credit hours completed. At the same time, district and building administrators in the West Genesee School District expressed interest in having earlier and stronger influence in the education of students they accepted for field placement, and in gaining the University's help to improve educational programs through staff development.

Both administrators and faculty of the school of education and the school district were represented on the task force that wrote a plan for a center and an agreement by which it could operate. The agreement was accepted by the district superintendent, the teachers' association (AFT), and the dean of the school of education in spring 1973. The

Center began operation in November 1973 with the employment of the coordinator and opening of the office in Stonehedge School. In fall 1974 another West Genesee elementary school and the Marcellus district joined the Center.

## Organization, Management, Funding

Formal partners are the Syracuse University school of education and the West Genesee and Marcellus school districts. The University contributes half the total salaries for staff, and the two school districts put up the other half in proportion to how much each school participates in the Center. There is no additional funding. Employment of staff and policy relating to placement of students in schools, their supervision, and inservice courses offered in the Center, are the responsibility of a Directing Council. This organization meets monthly and is composed of the following voting members: West Genesee--assistant superintendent for instruction, three building principals, three teachers (designated by the union); Marcellus--superintendent, one building principal, one teacher (designated by the school staff); Syracuse--two student teachers, five professors, the chairman of elementary education, the director of field services, and one assistant dean. The coordinator holds dual appointments with the school districts and the school of education, and presides over the Council. The teachers association in each district sends a representative who is an ex-officio, nonvoting Council member.

"Countless slubs of confusion, frustration, and misunderstanding are woven into the fabric of our operation--along with the threads of optimism, flexibility, and real success. The more clearly all the different elements in all the different groups speak to each other the more we shall discover not solely agreements but disagreements too. We shall never be able to please all the people all the time...If it looks as if something will work for the maximum benefit of most and the detriment of none, we'll try it. Provided we can afford it...We could by now happily use extra funds to speed or amplify procedures we've found to be constructive or to explore alternatives. But having to stick to essentials, forging a workable unit of ongoing schools/university operation, has been no bad thing."

## Topics for Exchanges

"We need to find out how an idea gained in an inservice

course gets transferred to a classroom. We want teachers doing the data gathering and knowing why they are doing it. We plan research to look at whether we have the most effect in classrooms where there's a student teacher placed or whether we have equal effect providing a course. We also intend to follow up seniors we had last year for their evaluation of Center experience. We want to develop new kinds of courses and materials for inservice and preservice people--want to integrate preservice and inservice. We want to develop more ways of building in teacher decision making and participation in management. We want to serve principals also--provide a program which gives them support."

## Publications

*West Genesee-Syracuse University Statement of Agreement.* Syracuse University School of Education, 1973.

*1973-74 Report.*

Both publications are available for $1 total.

# Glimpses of Programs

Courses and Workshops, Spring 1975
The following are being offered through the Teaching Center. They all carry Syracuse University graduate credit, and anyone may come. If you have worked with a Syracuse student, or plan to, we can pay much of your tuition. If you have not, the Extended Campus rate applies ($82 per credit hour). You are very welcome to audit, free.

INDIVIDUALIZING IN THE ELEMENTARY SCHOOL
Fairmount School, Tuesday 4-6 p.m. starting Jan. 21st.
(Variable credit - 1-3 depending on how much effort you wish to put in.)
Background and tactics, with plenty of practical ideas, for setting up individualized experiences/packets/programs in your own classroom.
Instructor: Gwen Yarger

INDIVIDUALIZING IN THE JUNIOR HIGH SCHOOL (variable credit 1-3)
Camillus Junior High School, probably 3-5 p.m. Monday, starting Jan. 20th.
Methods and materials in your own junior high classroom.
Instructor: Richard Updike

EVERY CHILD A LEARNER (3 credit hours)
Warner Elementary School, Thursday 4-6 p.m. starting Jan. 23rd.
This course will explore the problems we currently call "learning disabilities"; will look at ways to help every child in the class participate in the talk and reading and writing in different subject areas.
Instructor: being arranged - probably several

TEACHERS IN TEACHER EDUCATION (variable credit 1-3)
Stonehedge Elementary School, Wednesdays 4-6 p.m. starting Jan. 22nd.
An ongoing course of seminars/work groups/meetings in the Center, exploring current issues in education, functioning also as a very useful Schools-University liaison, with a lot of teacher-input into the S.U. teacher-training program. Teachers have chosen to follow any number of their educational interests in this course and everyone is most cordially invited to come contribute/learn.
Instructor: San Jose, McIntyre - and visiting speakers

READING IN THE CONTENT AREA, JUNIOR HIGH AND UPPER ELEMENTARY (3 credit hours)
Time and place to be arranged, most probably Thursday 4-6 p.m. starting Jan. 23rd.
Helping students understand what they read in the different subject areas. For teachers of all areas.
Instructor: Richard Updike

MONDAY WORKSHOPS (variable credit 1-3)
Stonehedge Elementary School, Monday 4-6 p.m. starting Jan. 20th.
We plan to cover such topics as production and use of AV materials (possibly 3 meetings); new methods in Social Studies (possibly 3 meetings); Bicentennial in the Schools (possibly 3

meetings); discovery science (possibly 3 meetings) - and more.
These are presently being arranged, and notices will be circulated. You will be most welcome to attend any that strike your fancy. If you attend any of the series regularly, and follow-up with some work on them, we can arrange credit.
Instructor: Various

Independent Courses
There are many different ways in which we can set up your private course through the Center. If a group of you wish to pursue a subject together, let me know and we can arrange it. If you have an idea you want to pursue independently, that's possible too. Just get in touch. Time and Place - your convenience. Do you want to make learning materials? Start a poetry bank? Read up on alternative schools? Do you want to help Build up the Resource Center we've started? We do our best to put together really useful courses, just as you suggest, and make them flexible enough for you to get what you need out of them.

*Some examples of independent courses:*

*One teacher, exploring the possibility of a day care center in the school district, is looking at viable models. Another is writing a home-economics curriculum that will attract boys as well as girls, satisfy the brighter kids and stimulate the slower ones. One group is preparing some video protocols. Another group is preparing rationale and materials for "Teaching Skills Through Activities."*

Occasional Seminars
Monday, January 27, 1975 - Stonehedge Library - 7:45 p.m.
Dr. William Wayson (no. of Ohio State University, formerly principal of Martin Luther King School in Syracuse, a man with a rare combination of vision and commonsense) will give a talk:
LET'S TALK SENSE ABOUT SCHOOLS
Afterwards: Discussion - Coffee - Meet your Friends and Colleagues

Summer Course 1975
*Workshops and Seminars (3 credit hours) will be devoted to teachers working with Syracuse faculty on exit requirements for students, and how to assess competent performance of these requirements, in the teaching of reading.*

**Workshop Center for Open Education**
**City College of New York**

**Room 6, Shepard Hall, Convent Avenue and 140th Street**
**New York, New York 10031**
**Lillian Weber, Director**

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**Initial Inquiries**
Coordinator, Room 6, Shepard Hall, Convent Avenue at 140th Street, City College of New York, New York 10031

**Descriptive Literature**
*The Workshop Center for Open Education,* free brochure.

**Visiting Times**
By appointment during Workshop hours: Monday through Thursday, 4-8 p.m.; Saturday, 10-1 p.m. Or during office hours: Monday through Thursday 10:30-6:30 p.m., Friday 9:30-4:00 p.m. (Written requests only.)

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## What Goes On

Teachers from all over New York City take part in scheduled workshops in math, science, language, photography, crafts, cooking, music, and movement. They join seminars on the relationship between language and experience; on reading process; on bringing about change in schools. Also teachers may simply use the place and materials to work independently on a problem of their own or to get help from Center staff. Teachers discuss classroom problems and successes with each other, relax, display their students' classroom work, help staff reorganize or construct new Workshop materials and apparatus.

Advisors from the Advisory Service to Open Corridors, also directed by Lillian Weber, use the Center for their weekly seminars and as a resource from which they draw support for the teachers they work with in Open Corridor* schools.

## For What Purposes

"To give the teacher a chance to rediscover her own way of learning and to encourage her to be reflective about it. Reflecting on her own learning process helps the teacher trust the learning process in a child. Similarly, in pursuing the details of her own work at the Workshop, the teacher once more grasps the significance of the detail that goes into a child's effort. By being given the opportunity and time to pursue the details of a piece of learning, those who participate in workshops illuminate the depths of their own capacity."

"To clarify--through staff's serious interest in the work teachers do--the meaning of standards, distinguishing standards from standardization. Teachers should begin to understand standards as neither absolute nor arbitrary but having to do with individual capacity."

"Above all, the Center is a place in which to browse, to work with materials, to try something new or rethink something not so new, to share ideas and practice in a relaxed and supportive setting."

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*An Open Corridor consists of a group of four, five, or six open classrooms in one school, united as a community of teachers, students, and parents. Children from each heterogeneously grouped classroom mingle in the corridor. Teachers who choose to become part of an Open Corridor Community receive support from an in-school advisor, who works with each individually in the classroom, supports the teacher's use of the corridor with the children, and conducts workshops for all corridor teachers. The advisor serves as a link among teachers, encouraging mutual growth and the sharing of experience. She is also a link to principals, assistant principals, district supervisors, and parents, all members of the extended Corridor community.

## Scope

New York City public and parochial school teachers, principals, curriculum resource persons, aides, and parents, graduate and undergraduate students, and faculty of CCNY.

## Basis for Participation

Voluntary. No charge. Participants are encouraged to enroll in several workshops in the same subject area and to register in advance for all workshops they intend to take during a month. Participation in any single workshop is limited. Minimum charges are made for some materials.

The Center offers inservice credit for New York City public school teachers, as well as CCNY undergraduate and graduate credit courses. Paraprofessionals are given released time to attend.

Some commitment to open education is assumed by the name of the Center and by its purposes. The Center aims to "encourage interaction of the experienced, the committed, and the informed (in open education) with those reaching out to cross what is essentially a new frontier in public education. Change does not take place in the course of one or two workshop sessions. Most teachers need a prolonged period in which to mature their understandings and skill." The Center "reinforces continuity in a teacher's professional development," whether the teacher is a beginner working independently in a school or a relatively experienced member of an Open Corridor group.

## Setting

Rooms 3 through 6 in the basement of Shepard Hall, formerly a college physics lab at CCNY in the Harlem community of New York City.

In addition to space for meetings and film showings, the Center contains a woodworking shop, darkroom, resource library, and areas and equipment for math and science, language, clay, and cooking.

## Staff

*Lillian Weber*, director, Professor of Elementary Education, City College.
*Joanne Schwartz*, coordinator, former school administrator.
*Ruth R. Adams*, head, Elementary Education Department, CCNY, assigned to Center workshops, reading and language

arts speciality.
*David Bole*, Workshop advisor, former teacher.
*Marian Brooks*, CCNY staff member, workshop leader.
*Stanley Chu*, Workshop advisor, former teacher.
*Georgia Delano*, CCNY staff member, Workshop leader, former WCOE coordinator.
*Ruth Dropkin*, editor.
*Betty Gee*, secretary-receptionist.
*Wilma Heckler*, intern in open education administration.
*Jean Mandelbaum*, Elementary Education Department, CCNY, assigned to Center workshops, music and movement specialties.
*Martha A. Norris*, CCNY staff member, workshop leader, former Open Corridor advisor.
*Barbara Owens*, editorial assistant.
*Etta Proshansky*, Elementary Education Department, CCNY, assigned to Center workshops, mathematics specialty.
*Evangeline Richardson*, Workshop advisor, former teacher.
*Nancy Schaffer*, Workshop advisor, former teacher.
*Loren Weybright*, Elementary Education Department, CCNY, assigned to Center workshops, science specialty.
*Henny T. Wong*, accountant.
*Renee Woods*, secretary-liaison-receptionist.

## Style

"That change in schools depends on the teacher and on change in the teacher is to us self-evident...We concentrated on change in teacher education, on advisor support for teachers, on easing the constraints in institutional settings on teacher efforts to change. We emphasized that the teacher as agent of change had to be a volunteer; only voluntary and reflective commitment would produce the energy necessary for the painful and difficult process of change."

"Our support for teachers has been analogous to the kind of support we hoped teachers would give children. We have tried to meet the questing teacher's search for her, or his, own active intelligence. We have tried to meet teachers at the point of their focus and inquiry, maximizing their own resources and strengths, accepting differences, offering extensions as they could be used."

Workshop Center staff aim to enrich and extend teachers' curriculum development, while Corridor advisors concentrate on classroom provisioning, teachers' cooperation within a Corridor, relationships with administrators and parents.

## Origins

In 1967 Lillian Weber created the first Open Corridor. The aim was to explore the possibilities for reorganizing classrooms within massive urban, public schools so that teachers could better support individual children's learning. Over a period of five years, the original project spread to 13 schools, 90 teachers, and approximately 3,000 children. As the project expanded, so did the need for advisors to give on-site support to teachers who were working to open their classrooms. In 1970, with the help of Ford Foundation funds, the City College Advisory Service was organized to train advisors who would serve "as guides, mentors, counselors, and aides to Open Corridor teachers in their attempts to change." In November 1972, the Workshop Center was set up as a resource for all participants in the school process--teachers, principals, supervisors, paraprofessionals, parents, and graduate/undergraduate students.

## Organization, Management, Funding

The Workshop Center for Open Education is funded by grants from the Rockefeller Brothers Fund and Office of Education (Title III). The Workshop Center is technically a part of the Board of Education of New York, which is the local education agency receiving Title III funds.

City College of New York has played an important role in the development of the Center and its auxiliary services. CCNY initiated the Advisory Service to Open Corridors in 1970 with Ford Foundation support. In 1971 CCNY initiated the "Summer Institute" and began a special master's degree program for teachers involved in open education. The organic relationship to CCNY continues; the College provides the Center's space; many faculty members, from the education and other departments as well, use the Center with their students and help present workshops; students may participate in Workshop activities as part of their regular college program; and the College continues to place student teachers in Open Corridor schools.

An Advisory Council, composed of community people, meets monthly. The members have a role in discussion of future direction and development of the Workshop Center and in giving their approval to new funding applications.

Staff meetings are held weekly. Open Corridor advisors who work in public schools also meet in the Center for Friday training sessions which explore both theoretical

and practical topics. From both of these meetings arise suggestions for Workshop Center programs. Teacher participants also are polled on formal and informal bases for their suggestions of workshops they need.

## Topics for Exchanges

Study of children's language as basis for reading--especially bilingual children. Open education evaluation; teacher observations and documentation of children's work over time. Curriculum for open classrooms.

# Glimpses of Programs

The Workshop Center is a free facility for teachers, administrators, paraprofessionals, parents, and graduate/undergraduate students. Each month it schedules workshops, discussions and films on topics of common concern. Center staff, City College faculty, and teachers with expertise in open education lead these events, and are also available for conferences with participants. When appropriate, outside consultants conduct Saturday or special sessions.

All weekday sessions start at 4 p.m. and continue until a good finishing point is reached, usually about 6 p.m. At the conclusion of each scheduled workshop, Workshop Center staff members are available until 8 p.m. for conferences, jam sessions, film and slide showings, and help with individual projects. During this time, too, participants are invited to work with staff on Center needs.

*Aspects of language and children's learning are the core of all Workshop Center programs. Most workshops, including those in cooking, art, music, and role playing, relate to and emphasize language development. The following workshops were offered in January 1975.*

JANUARY 1975
Monday, 6th
Process of Reading with Oliver Patterson.
Poetry and Movement.

Film Showing, 6-8 p.m., 1/6 through 1/9: "Projects"--Open Education in San Juan.

Tuesday, 7th
Clay without a Wheel.
Photography (bring film to develop, limit 6).

Wednesday, 8th
Implications of Aspira Decree of Bilingual Work with Isaura Santiago.
Ethnic Cooking.

Thursday, 9th
Social Studies: Role Playing.
Classroom Problems with Lillian Weber.

Saturday, 11th
Batik (bring washed fabric or clothing item, limit 12).

Monday, 13th
Music and Movement in Early Childhood.
Getting Science Going: A Discussion.

Film Showing, 6-8 p.m., 1/13 through 1/16: "I Ain't Playin' no More"

Tuesday, 14th
Memories: Marching with Martin Luther King, Jr. All Welcome!

Wednesday, 15th
Closed. Dr. Martin Luther King, Jr. Birthday

Thursday, 16th
Social Studies: Role Playing.
Weaving with Simple Looms.

Saturday, 18th
Cultural Supports for Language with Vera John.

Monday, 20th
The Aspira Consent Decree with Luis Mercado.
Work with Fabric and Thread.

Film Showing, 6-8 p.m., 1/20 through 1/23: "Proyecto"

Tuesday, 21st
Classroom Organization with Trudy Orgas.
Making Mobiles.

Wednesday, 22nd
Printing for All Grades
Elementary Electricity.

Thursday, 23rd
Music and Movement with Older Children.
Doing your own THINK (for Young Children) with Edna Meyers.

Saturdy, 25th
Setting up a Community Publishing Project with Arthur Tobier.

Monday, 27th
Role of the Principal with Jack Isaacs.
Math: Geo Boards.

Tuesday, 28th, 28th
Printmaking in the Classroom - I.
Learn the Recorder.
Process of Reading with Oliver Patterson.

Wednesday and Thursday, 29th & 30th
Staff Work Day. No programming.

All-Day Conference
"ROOTS OF OPEN EDUCATION IN AMERICA"
Saturday, April 12, 1975, Main Lounge, Shepard Hall, City College, Convent Ave. & 140th Street.

*Speakers:* Joseph Featherstone, David Hawkins, Paul Nash, Vito Perrone

*Reminiscences spanning the era from One-Room Schoolhouses to Open Corridor:* Dan Carpenter, Saka Cook, Dorothy Cotton, Amalia Guerrero, Helen Hall, Neith Headley, Myles Horton, Claudia Lewis, Mark Starr, Charlotte Winsor

*Films, Exhibits, Lunch and Coffee Hour:* Registration Fee $5.00 Lunch, Publication, Refreshment Costs Included.

*Summer Institutes*
*Since 1971, CCNY and the Workshop Center have offered Summer Institutes to teachers, administrators, paraprofessionals, and parents. During the three-week course, participants are encouraged "to stretch their repertoire of skills and resources, engage in discussion and reflection on the rationale of open education," and to develop in-depth projects of their choice. "The work is to be adults' work, on an adult level," rather than classroom materials preparation.*


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## Publications

Chittenden, Edward, Anne M. Bussis, Marianne Amarel, Nora Kim, Miriam H. Godshalk. *First Year Evaluative Study of the Workshop Center for Open Education, City College of New York.* Princeton, N.J.: Educational Testing Service, 1973.

Dimoff, Eleanor. *Explorations of Visual Phenomena.* Workshop Center for Open Education, 1973, $1.50. A collection of experiments to aid children in the exploration of perspective and scale.

Dropkin, Ruth, editor. *Science in the Open Classroom.* Workshop Center for Open Education, 1973, $2. A list of resources, teacher and student journals, and theoretical discussions to assist those "who are beginning to make their own decisions on curriculum that will enhance children's active inquiry."

Dropkin, Ruth, editor. *The Workshop Sampler, 1974.* Workshop Center for Open Education, 1974, $2. A collection of selected workshop offerings in which workshop leaders share their notes and references on sessions emphasizing the practical aspects of work in the open classrooms.

Meier, Deborah. *Reading Failure and the Tests.* Workshop Center for Open Education, 1973, $.75. Analysis of misfit of Metropolitan Achievement Test to assess minority children's reading.

Norris, Martha A. and Ann C. Hazlewood. *The Open Corridor Program: Handbook for Parents.* Workshop Center for Open Education, 1972, $.50. (Spanish language version, *El Programa Del Corredor Abierto,* is available, same price.)

Pizarro, Jose Luis. *I Like the Way I Am Right Now.* Workshop Center for Open Education, 1974, $.50. A short illustrated autobiography written by a 12-year-old open-classroom student.

Tobier, Arthur, editor. *Evaluation Reconsidered.* Workshop Center for Open Education, 1973, $2. Anthology of articles on new ways in evaluation of school programs and goals, and student achievement; includes sample instruments devised by Open Corridor advisors.

Tobier, Arthur, editor. *Teaching Bilingual Children.* Workshop Center for Open Education, 1974, $2. A collection of writings on bilingual education to help teachers understand the process of language development and see the relationship between experience and language.

*Recollections of a One-Room Schoolhouse, An Interview with Marian Brooks.* April 1975, $1. "Open classroom" a novelty? Nonsense! This mini-memoir of a rural New Hampshire one-room school in 1926 evokes all the elements of open education. Professor Emeritus Brooks was chairman of the Department of Elementary Education at CCNY and is now a consultant in the Workshop Center.

Quarterly journal, NOTES, edited by Ruth Dropkin, $4 a year, $1.50 for single issues, $.75 for 1972 and 1973 back issues. The December 1973 issue (Vol. 1, No. 4) contains an index for Vols. 1 and 2. Index for 1974 appears in Winter 1974 issue.

The staff requests that payment, checks or money orders payable to Workshop Center for Open Education, accompany any order. Since prices are below cost, they cannot offer any discounts on large orders.

Weber Lillian. "Development in Open Corridor Organization: Intent and Reality." *The National Elementary Principal,* 52 (3), 1972, p. 65. A description of the work of advisors.

Weber, Lillian. *The English Infant School and Informal Education.* Englewood Cliffs, N.J.: Prentice Hall, 1971, $4.95. Implications of the British experience for teaching in American public schools; the basic premises from which the Open Corridor Advisory and the Workshop Center proceed.

**Workshop for Learning Things**
**Watertown, Massachusetts**

**5 Bridge Street**
**Watertown, Massachusetts 02172**
**George Cope, Director**

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**Initial Inquiries**
Eleanor Whitmore, (617) 926-1160

**Descriptive Literature**
Free brochure, *Our Work*, explaining services to schools and colleges; and flyer, *Workshop For Learning Things Inc.*

**Visiting Times**
Monday through Saturday by appointment with Eleanor Whitmore. Center hours are 9-5 Monday through Friday and 9-3 Saturday.

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## What Goes On

Local teachers work on individual projects in the Workshop for Learning Things shop, get ideas and advice from staff, and attend Saturday workshops in art, cardboard carpentry, science, math, language, and crafts. Teachers from a wide radius are attracted to four-day and two-week summer classes. Workshop staff invent, build, display, and sell classroom furnishings, apparatus, and curriculum materials such as designs with tri-wall cardboard, animal cages, photographic kits and supplies, and stream tables. The staff also publish books, provide inservice and classroom advisory services in schools, school systems, and colleges across the nation.

## For What Purposes

To "work with teachers and design 'learning things' for classrooms...materials that arouse in children the sorts of curiosity and excitment that are prerequisites of real learning. As we strive to be inventive, we are determined to be practical; we are trying to define workable approaches to the real and serious problems in learning that teaching people have to face."

"To be responsible to other people's problems...and crises; to help make what goes on inside classrooms as interesting, and as useful, to children as we can."

## Scope

On-site workshops are open to educators within commuting distance of the center. Staff does contract work for Boston public schools and for school districts around the country. Teachers from throughout the United States participate in summer workshops.

## Basis for Participation

Saturday workshop participants volunteer their time and pay a $5 instruction fee and $2-6 for materials. Summer courses are offered for $55-250 plus a $15 materials fee. Credit is usually available for all long-term courses; participating colleges are Boston University, Wheelock College, Lesley College, Simmons College, and the University of Massachusetts. Workshop staff charge "modest, uniform rates to schools, districts, or colleges that contract for advisory and consultant services." Teachers who participate in workshops as a result of such contracts ordinarily do so on release time.

## Setting

The Workshop is housed in an old 100-yard-long red-brick spinning mill on the banks of the Charles River, about six miles from the center of Boston. At one end of the center are the staff's design and production shop; at the other end a display area and space and construction tools for teachers to use on their own. In between there are offices, a darkroom, a library, a kitchen, and classrooms for art, crafts, science, math, language.

## Staff

*George Cope*
*Bruno Kansanniva*
*Eleanor Whitmore*
*Paul Robichaud*
*Phylis Morison*
*Cathy Gateley*
*Frieda Plotar*
*George Hein*
*Jane Walsh*
*John Merrill*
*Howard Emerson*
*Muffy Paradise*
*Merle Bruno*
*David Albano*
*Nancy Hausman*

*Steven Alexander*
*Jinx Bohstedt*
*Rose Lerra*
*Susan Riecken*

"We are a group with various experiences in our background....We have family-raisers (men and women), teachers, designers, a geologist, a photographer, a chemist, artists, model makers, mathematicians, weavers, graduate and undergraduate college students. Some of us have lots of academic degrees....Some have none. Some have years of experience at what they're doing some of us are just getting started. We're about half men, half women...in ages from mid-twenties to mid-fifties."

## Style

Staff members rotate in roles of workshop instruction, curriculum materials design, and Workshop for Learning Things management. Workshop associates believe that teachers' centers hold the promise of being alternative learning places, in which teachers can work outside of the classroom for a while without getting out of education. "Even imaginative teachers in good schools can't sustain high-level work indefinitely. Teachers should be able to switch assignments--get into curriculum development, for instance, or switch capability--get into a different discipline."

"Our workshops span all sorts of time. Some are really workshop *courses*, meeting many times with participants working at new skills, to considerable depth. Other workshops are really only *beginnings*...single occasions that introduce a certain way of working, that stand for a certain approach to learning. These brief work sessions can't carry a given piece of work to its conclusion, but they can serve to suggest to teachers and children new possibilities for their own learning."

"We like to offer workshops that reflect the way we like to learn--so ours are personal; they confront materials and experience directly; they postpone answers; they urge questions, and they often leave us, at the end of the day, standing somewhere we haven't stood before...with a couple of very interesting new ideas to think about, buzzing around in our heads."

In advisory services to schools, districts, and colleges, "we are a hired gun; we go where we're invited and try to be as useful as we can. Our principal service is to de-

sign, in collaboration with the faculty, programs specifically adjusted to local needs and wishes. Thus, many of our workshops, inservice and advisory programs are 'custom-made, one-of-a-kind' experiences. Work sessions range from one-day stands to many weeks."

## Origins

In 1968 a group of teachers, photographers, writers, designers, and curriculum specialists working at Education Development Center (EDC) in Newton, Mass.--"found ourselves drawn together by our common interest in reshaping the physical environment of schools and in enriching the repertory of exciting classroom materials. Some of us were fresh from the classroom; some had recently been active in major curriculum development projects (Madison Project, PSSC Physics, Earth Science Curriculum Project, Elementary Science Study, Introductory Physical Science, Man: A Course of Study, etc.); others had come from graphics and photo studios, design and model-making shops, publishing houses. Most of us had also been classroom teachers and school administrators, as well. Since we had seen our own teaching enriched by the experience of developing new teaching ideas and exploring interesting materials, we began--as quickly as we could--to involve other teachers in similar work. We became a semi-autonomous project group (one of some 20 odd) within the EDC organization. We were independent in decision making, responsible for providing our own funding, and dependent for accounting, maintenance, and overhead costs. A permanent collaboration was established...and the Workshop began to take shape and grow, almost without deliberate effort... giving both teachers and ourselves the advantage of this new way of working."

"In 1970 the workshop became an independent organization. In the intervening years, we have grown a good deal. Our staff has enlarged, and we have expanded our work space several times."

## Organization, Management, Funding

The whole staff, joined by teachers who are frequent center participants, make decisions about programs to offer and products to develop.

Proceeds from workshop and consulting fees and from the sale of materials make the Workshop self-sufficient. "We have work-contracts with school systems and municipalities,

but we have no grants and no public funds of any kind." Being self-supporting means "we spend a great deal of time on 'survival' matters...and that cuts into teaching time and development time, more than we would like. It also means that we have to be very careful what we do, and how we operate...one serious error in judgment or management, and poof!...Many people from other centers have asked if we could recommend their trying to operate this way. It is a very hard question to answer. We're reasonably comfortable with our present situation but we still feel that although we've learned to survive, we still have to learn how to flourish. The cost to us...and to anyone else who sees it as an answer for them...is considerable frustration with progress in tiny steps and with having ambitions for new work that far exceed what is possible in this kind of existence."

## Topics for Exchanges

Staff development programs for new open-space architecture schools and for "mainstreaming" minimally retarded children into regular classrooms; a more apprentice-like mode for preservice education for teachers (Workshop for Learning Things in collaboration with Lesley College, Cambridge, is developing a prototype program awarding a joint degree in crafts and in teaching); industrial arts and vocational education for elementary school (a two-week workshop session, Tools and Technology with Children, will be offered in summer 1975).

# Glimpses of Programs

*In spring 1974, in addition to the Making Books workshop described below, the center offered the following courses: Using Tools with Children, Eraser Graphics, Cardboard Carpentry, Four Mathematical Blocks, Recreational Math and Puzzles, Silk Screening, and Classroom Photography. Quarterly calendars are sent, free of charge, to New England teachers.*

Making Books

There has been a good deal of interest expressed lately in involving children in making their own books. So...beginning April 3 we will offer a four-session workshop course on bookmaking. The emphasis will be on variety and simplicity. We will work with simple, accessible, inexpensive materials--paper, glue, scissors, needle and thread --and we will devote our time to learning how to make as many different sorts of books as we can. Many of the methods we will use are simple ones that children can use easily. Nonetheless, we will reserve some time for making a few books of real elegance and quality... just to please ourselves.
This course will be led by George Cope and will meet Tuesday evenings 4:30 to 7:30 on April 9, 23, 30, and May 7. There is an instruction fee of $25 and a materials fee of $15. Registration in advance with a deposit of $10 is required. For further information about the course or about registration, please contact the Workshop at 926-1160.

SATURDAY WORKSHOPS

Our Saturday Workshop series for the Spring begins April 6....We've been having a fine time at these workshops ...they are pleasant and sociable occasions as well as good work sessions. If you would like to bring a friend or family, please do!
These workshops are brief, to the point and open to all. No pre-registration is required. Nine to noon...stay longer if you like. We're open until 3:00 Saturdays.
Instruction fee is $5. Cost of materials is extra...and usually small.
Saturday workshop leaders will be Steven Alexander, George Cope, John Merrill, Friedo Player, Susan Riecken, Jane Walsh, and David Yohalem.

SUMMER WORKSHOP COURSES 1975

Schedule

July 7-10: *Classroom Biology
*Activities With Yarns, Dyeing And Weaving
July 14-17: *Activities With Number
July 14-24: *Tools And Technology With Children
July 21-24: *Small World Building
July 21-31: *Learning Outdoors
July 28-31: *Making Classroom Furniture
*Language Work With Children

Fees And Registration

The instruction fee for each course is $55. In addition, there is a materials fee which varies with each course. Course registration is limited and pre-registration, with a deposit of $15 per course, is required.

TWO WEEK SUMMER COURSE

Tools And Technology With Children

During July 1975 Workshop for Learning Things will offer a two week course, "Tools and Technology With Children." We have planned this course in response to teachers and coordinators who want to get more personal experience with



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classroom activities in technical, tool-using areas at the elementary level. We will concentrate on hands-on experiences from a variety of sources... printing, electronics, metal casting, cooking, tool forging, photography, paper-making, cardboard carpentry, dye chemistry, stone carving, mechanics, screen printing, classroom tool-using and construction. These activities--and there will be others--have been developed to be especially useful in elementary school use...valuable in providing hand and tool skills for both girls and boys. We will work through each activity together, learning to select appropriate materials, to locate local sources for them and to connect tool and skill activities to the traditional elementary curriculum. July 14-July 25, 1975. $250.

*Sample programs illustrate the diversity of services offered to schools and colleges.*

1. At the request of a local elementary school principal, we meet with the teaching staff and plan a series of workshops for teachers and library staff --at the school, using "release-time" days--on book-making, printing and illustration techniques...to develop and reinforce children's interest in their writing abilities. Each time we meet, teachers are introduced to a new activity--perhaps learning how to make paper, how to print children's stories--helped to explore it well, and finally are given materials to take back to the classroom so the work can continue with children.

2. We arrange a series of six work sessions with the math specialists of a regional school system, exploring the usefulness of a number of recently developed math materials. At each session, teachers are given brief introductions to new math programs and then a chance to sit down with the materials and our workshop leader and work through unfamiliar aspects. This program is implemented at the classroom level by advisory visits by Workshop staff and specialists to teachers requesting help with these materials.

3. A state teachers college, looking at the possibility of introducing laboratory style workshop courses for its student teachers, asks us to join with them in the planning. As we look at their program needs and the small number of students involved in the initial stages, a decision is made to have WLT, acting as a faculty member, offer a semester workshop on "Using Materials in the Elementary Classroom." After the course is complete, WLT staff and college faculty meet to determine whether and how integration of the course into the curriculum is to be accomplished. Eventually several courses of this sort are offered by the College faculty; WLT works with the faculty to establish at the college a resource center for teaching materials.

4. In a state wide program aided by Federal funds, staff is being recruited to aid in the smooth integration into classrooms of children formerly in "special education" classrooms. Because of the late arrival of funds, staff recruitment has been hampered. In an effort to begin the new program in phase with the school year, the program director asks us to undertake the initial work with teachers in the target classrooms. As the program gathers its staff, Workshop personnel exchange roles with incoming permanent staff members, in a manner that keeps the program moving without disruption.

## Publications

OUR CATALOG, description of equipment, materials, and books available from the Workshop, published yearly, $.50.

The following list of publications and their descriptions are drawn from OUR CATALOG.

Baxter, Edith. *Children Write.* Workshop for Learning Things, 1971, $3. A folder of nine to ten examples of children's writings with an essay by Edith Baxter.

Burgess, Lowry. *Fragments.* Workshop for Learning Things, 1972, $8. A boxed sequence of 158 cards presenting activities to teach people to observe their environment.

Burgess, Lowry. *Looking and Listening.* Workshop for Learning Things, 1972, $8. A set of 168 activity cards suggesting "ways to use our capacity for seeing and hearing to explore our thinking and feeling processes."

Combined collection of *Fragments* and *Looking and Listening*, $15.

DeWolf, Daniel. *Hatching Amphibian Eggs.* Workshop for Learning Things, 1973, $.50. Explains the life cycles of some of the most common New England amphibians and offers suggestions for collecting and watching the eggs and for raising the larvae. Includes student and teacher bibliographies.

Woods, Larry. *Gerbils.* Workshop for Learning Things, 1970, $1. Observations by a nine-year-old student who raised gerbils.

Student authors. *It's So Simple, Click and Print.* Workshop for Learning Things, 1970, $1.25. A guide to classroom photography. "All the information you need for picture taking, film developing, and printing--as described (in writing, drawings, and photographs) by a (sixth grade) class that did it all."

Student authors. *Label Press.* Workshop for Learning Things, 1970, $1. "Lots of suggestions on ways to print with label presses--those handy stamping machines that extrude a strip of colored plastic with raised white letters. This booklet was written by sixth graders who invented many of the procedures they describe."

Student authors. *Most of the Pictures Came Out Real Well...* Workshop for Learning Things, 1970, $1.50. "A lively and entertaining book written, photographed (using our Classroom Photography Materials) and designed by a group of middle-schoolers in California. The variety of subjects covered in this book, and the many ways the camera was used, make this book a good-humored testament to the way photography (and a good teacher) can liven up a school program."

*Camera Cookbook.* Workshop for Learning Things, 1971, $3.50. "A recipe book for teachers on the fine art of using cameras in the classroom. All the instructions, formulas for mixing chemicals, helpful hints, etc., you need to go from simple cameras to finished pictures."

*Further Adventures of Cardboard Carpentry.* Workshop for Learning Things, 1972, $3.50. "Our latest book on heavy cardboard and its many uses in classrooms. *Further Adventures* is full of plans (new ones and old favorites) for things many teachers have found useful and exciting to make. It contains many hints about the apt use of cardboard as a versatile structural material, many details about the use of tools on cardboard, and over 300 drawings and photographs."

*Cardboard Carpentry Workshop.* Workshop for Learning Things, 1969, $2. "Describes in words and especially in pictures, activities--both practical and whimsical--that really happened at a Cardboard Carpentry Workshop, a workshop that produced such cardboard wonders as a canoe, an easel, a climbing tower and a twin-hulled sailboat! Lots of drawings and photographs."

# Appendix

I. Following is a list of teachers' centers and advisories interviewed during the course of studying informal information sharing among them.

California

Creative Teaching Center - Mountain View, Ca. - Ann Roper and William Toel - and Sherman Oaks, Ca. - Pat King.

International Center for Educational Development - Encino, Ca. - Virgil Howes.

Open Space Environmental Teacher Center - Culver City, Ca. - Ed Gans.

Park-South Teacher Center - San Francisco, Ca. - Doug Haner.

Teacher Learning Center - San Francisco, Ca. - Betty McNamara, Nancy Mayeda, and Audrey Sanchez.

Teachers' Active Learning Center (TALC) at Oakland Public Schools START - Oakland, Ca. - Amity Buxton and Amada Brown.

Colorado

Mountain View Center for Environmental Education - Boulder, Colo. - David Hawkins and Frances Hawkins.

Connecticut

Center for Open Education - University of Connecticut/ Hartford - Vincent Rogers.

The Teacher Center - New Haven, Conn. - Corinne Levin, Fred Acquavita, and Edith Kahn.

The Teachers' Center at Greenwich - Greenwich, Conn. - Celia Houghton.

Illinois

Nettelhorst School Advisory - Chicago, Ill. - Dan Scheinfeld, Ron Cichon, and Clive Hazell.

Teacher Curriculum Work Center - Chicago, Ill. - Joan Bradbury, Sandy Lang, and Sharon Feiman.

The Teacher Center - Wilmette, Ill. - Smokey Daniels and Jill Snyder.

The Teachers' Center Project - Southern Illinois University/Edwardsville - Thomas C. O'Brien.

Massachusetts

Advisory for Open Education - Cambridge Mass. - Allan Leitman.

EDC Follow Through Advisors - Newton, Mass. - Carol Weiss, Jeanne McDonald, and Posie Churchill.

EDC Open Education Advisory - Newton, Mass. - Louise Hauser.

Greater Boston Teachers Center - Cambridge, Mass. - Ed Yeomans, Brenda Engel, and John Arnold.

Institute for Learning and Teaching - University of Massachusetts/Boston - Jim Case.

Integrated Day Program - University of Massachusetts/Amherst - Masha Rudman and Mason Bunker.

Resource Center, Children's Museum - Boston, Mass. - Jim Zien.

Workshop For Learning Things - Watertown, Mass. - George Cope.

Michigan

Inservice Education Department, Kalamazoo Valley Intermediate School District - Kalamazoo, Mich. - Ronald Sergeant.

Minnesota

Minneapolis/University of Minnesota Teacher Center - Minneapolis, Minn. - Fred Hayen, Margaret Shreyer, Kenneth Howey, and Diane Lassman.

Missouri

The Educational Confederation - St. Louis, Mo. - Robert Mai.

The Learning Center - St. Louis, Mo. - Emily Richard.

The Learning Exchange - Kansas City, Mo. - Gail Johnston.

New Hampshire

Teacher Learning Center/Follow Through - Lebanon, N.H. - Joan Garipay, Joyce Lang, and Geri Williams.

New Jersey
The Center for Open Education - Tenafly, N.J. - Valery Jameson.

New York
Child Development Resource Center - Great Neck, N.Y. - Betty Knight.

Community Resources Institute - New York, N.Y. - Herb Mack.

Creative Teaching Workshop - New York, N.Y. - Floyd Page and Rosemary Ralph.

The Center for Learning - Great Neck, N.Y. - Pearl Siegel and Pat Needly.

West Genesee/Marcellus/Syracuse University Teaching Center - Camillus, N.Y. - Christine San Jose.

Workshop Center for Open Education - New York, N.Y. - Lillian Weber.

North Carolina
North Carolina State Department of Public Instruction - Raleigh, N.C. - James W. Jenkins and Una May Lemmon.

Ohio
Greater Cleveland Teacher Center for Informal Education - University Heights, Ohio - Penny Buchanan.

Pennsylvania
Advisory Center for the Improvement of Education - Philadelphia, Pa. - Marie Tervalon, Edith Klausner, and Ernestine Rouse.

Philadelphia Teacher Center, Durham School - Philadelphia, Pa. - Don Rasmussen, Allan Banbury, and Fred Locke.

Washington Education Center, Free Learning Environment Program (FRELEA) - Pittsburgh, Pa. - June Delano.

Vermont
The Prospect School - North Bennington, Vt. - Patricia Carini, Jane Carter, and Corinne Hyman.

Washington, D.C.
The Advisory and Learning Exchange - Washington, D.C. - Olive Covington, Charito Kruvant, and Mary Lela Sherburne.

II. Following are names of people whom we talked with and learned from during the course of our study. They helped background us on the origins of teachers' centers, their relationship to other forms of staff development and teacher education in general, and their implications for renewal in education.

William E. Baker, Early Childhood Education, Alameda County Superintendent of Schools, Hayward, Ca.

Anne Bussis and Edward Chittenden, Early Education Group, Educational Testing Service, Princeton, N.J.

Lucy Ann Carmichael, McDonough School, New Orleans, La.

Edward Dambruch, Ken Mellor, and Alan Sinclair, Rhode Island Teacher Center, Providence, R.I.

Dave Darland and Robert Luke, Instruction and Professional Development, National Education Association, Washington, D.C.

John Favors, Bay Area Learning Center, Oakland, Ca.

David Fielker, Abbey Woods Mathematics Teacher Center, London, U.K.

Elizabeth Gilkeson, Gordon Klopf, and Richard Feldman, Bank Street College and Follow Through Project, New York, N.Y.

Harvey Goldenberg, I.S. 162, Bronx, N.Y.

Mary Harper, Williamsburg County Schools, Kingstree, S.C.

George E. Hein, Cambridge, Mass.

Carolyn Hunter and Jane Arends, Rural Education Program, Northwest Regional Laboratory, Portland, Ore.

Lilian Katz, Early Childhood Education Clearinghouse, University of Illinois, Urbana.

Eugenia Kemble, United Federation of Teachers, AFT, New York, N.Y.

Harry Kincaid, Stanford Research Institute Educational Policy Research Center, Menlo Park, Ca.

Mary London, Creative Environment Teaching Center, Los Angeles, Ca.

Theodore Manolakes and Bernard Spodek, University of Illinois, Urbana.

Marjorie Martus and Richard Lacey, Ford Foundation, New York, N.Y.

Lorraine Montenegro and Richard Aguirre, United Bronx Parents, N.Y.

Joe Nathan and Betty Lampland, St. Paul Open School, St. Paul, Minn.

Joseph Pascarrelli, Educational Improvement Center of Northwest New Jersey, Cedar Knolls.

John Peightel, Ball State University, Indiana.

Vito Perrone and Clara Pederson, Center for Teaching and Learning and Follow Through Project, University of North Dakota, Grand Forks.

Judy Richardson, Wingra School, Madison, Wis.

Allen A. Schmieder and Jorie Mark, Office of Education Pilot Teacher Centers Project, Washington, D.C.

Jane Siegel, Evaluation Research Center, University of Virginia, Charlottesville, Va.

Emmit Smith, Texas Center for the Improvement of Educational Systems, Austin, Tex.

Harold Snedeof, Rockefeller Brothers Fund, New York, N.Y.

David Thomas, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development, Paris, France.

Rev. Jim Wilks, Afram Associates, Inc., Harlem, N.Y.

Charles Willis and Jon Paden, Individually Guided Education, IDEA, Dayton, Ohio.

Russell Wood, Teacher Corps, Washington, D.C.

Sam Yarger, Syracuse Project for the Study of Teacher Centers, Syracuse, N.Y.

Patricia Zigarmi, Inservice and Staff Development Department, South Dakota State Department of Education, Sioux Falls.